# THE GUIDE TO THE EIGHT PROFESSIONAL COMPETENCIES

## FOR HIGHER EDUCATION SUBSTANCE MISUSE PREVENTION

**Designed to promote enhanced professional skills and ultimately significantly impact college students' decisions surrounding drugs and alcohol.**

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# Summary

With drug and alcohol misuse continuing to interfere with the success and quality of learning experiences for students, colleges and universities have implemented numerous policies, programs and services over many decades. Strategies at the environmental and individual levels help prevent and reduce harm associated with substance misuse. Dedicated professionals lead campus efforts, typically within the context of a comprehensive campus effort, designed to promote healthy and safe campus environments. Helpful for addressing these concerns, and for maximizing impacts with greater efficiencies, is an understanding of broadened and deepened skills for those leading or working with these campus prevention efforts.

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**The Guide to the Eight Professional Competencies for Higher Education Substance Misuse Prevention** (*Professional Competencies Guide*) was developed to provide a broad understanding of the range of skills necessary for orchestrating comprehensive campus prevention efforts. With the active engagement of seasoned personnel with extensive experience surrounding campus substance misuse prevention efforts, the resulting compilation organizes competencies within eight core areas; further, it provides specific resources helpful for each of these areas and for overall professional development. As a whole, this **Professional Competencies Guide** provides a current framework that helps campus leaders and dedicated professionals move things forward, to work more efficiently, and to be more effective.

The eight core areas all center on a health-enhancing environment for the college or university campus. This focus aids with the academic, cultural, social, community, and interpersonal priorities for individuals, groups and the institution.

Within this **Professional Competencies Guide** are four broad sections:

1. Introduction and Overview
2. The Eight Core Competencies
3. Resources for Core Competencies
4. General Resources

For each of the eight core competencies, competencies are identified with *applications* for the professional, and also affiliated *knowledge* and *skill* competencies for each application. In addition, for each of the eight areas, primary and other resources are specified to help with competency enhancement. These are all linked to allow users easy access to the entire set of eight competencies or to a specific core area and its resources.

In addition, general resources are provided within the following areas: Federal Agencies, National Organizations and Resources, News and Information Resources and Listservs, and Data Sources.

Finally, suggested applications for how these competencies can be used are provided for the following audiences:

- Prevention Specialist
- Professional Colleagues
- Campus Leadership
- Academic Preparation Programs
- State Agencies and Offices
- National Agencies and Offices
- National Organizations

The aim with this **Professional Competencies Guide** is to increase efficiencies and effectiveness with substance misuse prevention. The breadth and depth of professional competencies highlighted help campus personnel remain accountable to the mission of their institutions of higher education by staying knowledgeable and current. Through the continued growth and learning embodied by these competencies, our campuses become better equipped to promote healthy living and learning environments.
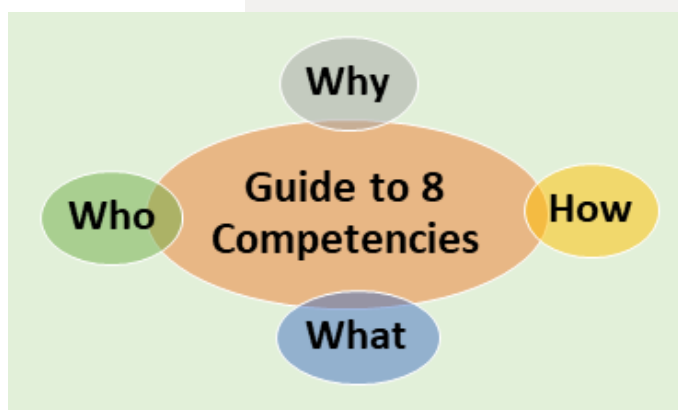
# Introduction and Overview

**The Guide to the Eight Professional Competencies for Higher Education Substance Misuse Prevention** [*Professional Competencies Guide*] is designed to promote enhanced professional skills, and ultimately have greater impact, with college students' decisions surrounding drugs and alcohol. The focus of this initiative is on the breadth and depth of competencies required to achieve espoused goals of reducing risky behaviors and harm associated with students' substance (drug and alcohol) use. This initiative, and its resulting product, provide grounding and resources to aid campus professionals work better, more efficiently, and more effectively toward the achievement of the desired prevention outcomes. In addition, this product provides documentation to increase the understanding and support of campus leaders, stakeholders and others for supporting campus prevention efforts. The focus is on the nature and scope of professional skills important for promoting healthy campus environments and healthy and safe individual decisions by students. Beyond the campus focus, this document serves as a foundational resource and impetus for community, state and national leaders as they seek to promote grounded and effective comprehensive campus prevention strategies.

# Four Sections



This *Introduction and Overview* provides the foundations for this resource; brief background is provided about the need for and potential impact of this document, as well as ways in which it can be used. This is organized into four sections:

1. Why: Rationale for this Resource
2. How: Background and Development
3. What: Organization
4. Who: Audiences for Use

# WHY: Rationale for this Resource



The initiative, and the finalized resource, is based on the need to increase the understanding and effectiveness of service delivery within the framework of a comprehensive campus effort to prevent and respond to substance misuse. While the nature and scope of college student substance misuse has been reduced over decades of attention with policies, programs and services, problems and concerns continue. Deaths and injury occur annually, and extensive human potential remains unmet or reduced; many of these are the direct or indirect result of drug or alcohol misuse. These problems are, to a large extent, *preventable*. Helpful for addressing these concerns in a substantive way is the broadened and deepened skill of those leading or working with these campus prevention efforts. Essential for addressing these concerns is the acknowledgment of the importance of allocating resources – personnel and other – and providing support for this expertise.
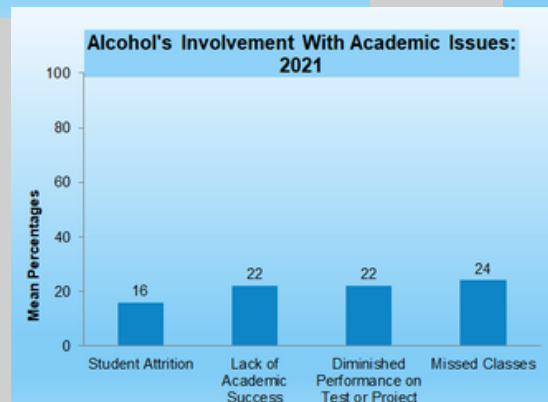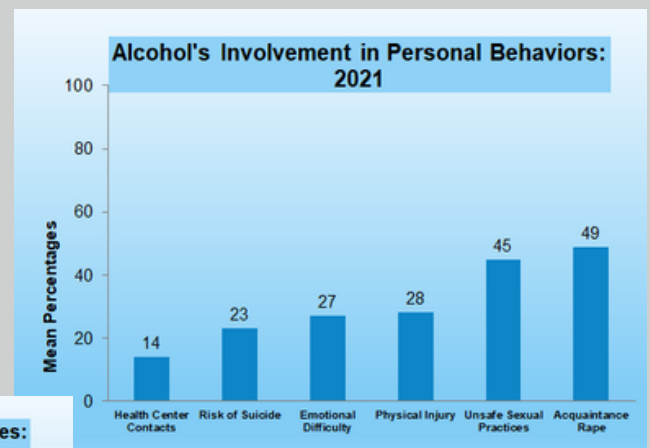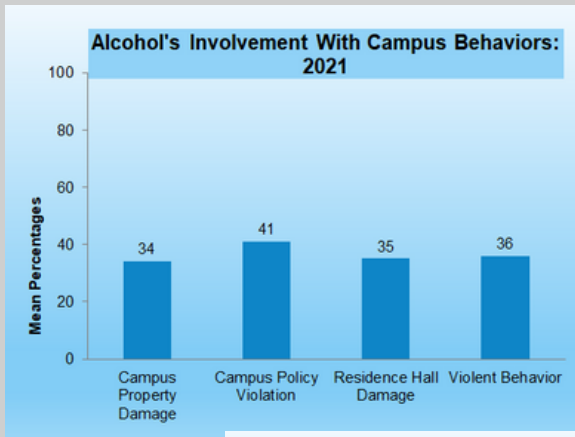


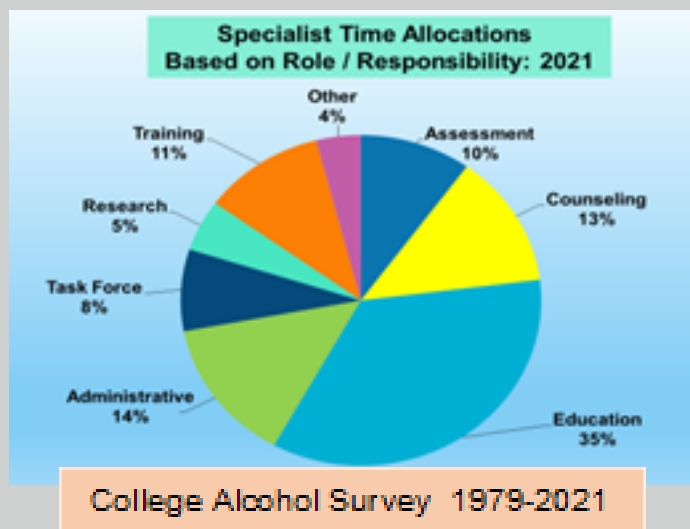



College Alcohol Survey  1979-2021

Important with this grounding is an acknowledgement of the high level of commitment and skills that currently exists among many of those providing campus-based leadership and services regarding substance misuse prevention. All-too-often, these individuals have multiple responsibilities in a variety of areas, limited resources, low support, and varied levels of academic and professional preparation for their extensive responsibilities. *This initiative was designed to bolster the foundations for these individuals, building on their dedication and commitment, and expanding and improving upon their knowledge and skills.* The framework and resources emanating from this initiative are designed with continuous improvement – for individuals and for campus efforts – in mind.

As background, standardized academic preparation on drug or alcohol misuse prevention is currently quite limited among graduate programs in higher education and student affairs. While specialized academic and professional preparation exists for portions of substance-related responsibilities for a campus (e.g., counseling), certification or credentialing exists for professionals serving in related campus areas (e.g., health education), and focused training exists on various aspects of substance misuse prevention, the lack of attention to the unique nature of campus prevention efforts is what undergirds this initiative.

The overall campus context helps underscore the importance of this initiative.

• First, acknowledgement of the importance of having *comprehensive campus substance misuse prevention strategies* (vs. single programs or policy-only efforts) has grown dramatically over recent decades.



• Second, r*esearch and evaluation efforts* have provided substantial evidence in support of many campus initiatives (see NIAAA's CollegeAIM).

• Third, *planning tools* exist, including the Strategic Prevention Framework (SAMHSA), Prevention with Purpose (DEA), the Action Planner (Promising Practices), and the Planning Model (Anderson and Hall).

• Fourth, *current efforts to address campus substance issues* appear to be declining, including recent reductions of staffing, limited strategic planning, loosening of policies, lowered support from campus leadership, and reductions of services (College Alcohol Survey).

**Specialist Time Allocations Based on Role / Responsibility: 2021**

- Other 4%
- Training 11%
- Research 5%
- Task Force 8%
- Administrative 14%
- Assessment 10%
- Counseling 13%
- Education 35%

College Alcohol Survey 1979-2021

• Finally, those in *leadership positions for orchestrating the campus effort* have a variety of responsibilities. The 2021 College Alcohol Survey (CAS) documents the major allocations as follows: Education (35%), Administrative (14%), Counseling (13%), Assessment (10%), Training (11%), Task Force (8%), Research (5%), and Other (4%).

Since substance misuse continues to be present and cause significant problems to campuses regarding damage, academic non-performance, policy violation, and personal consequences, it is important to take substantive action to build on the skills of those prevention professionals leading the campus effort.  It is also important to help these individuals be better equipped to result in more impactful efforts that result in greater efficiencies. Greater attention will help with addressing these acute issues, as well as be helpful with making a student's substance use disorder less severe or of shorter duration. Not only will the results emanating from this initiative be helpful with helping these campus efforts be more efficient and effective, but it will also be instrumental toward enhancing the effectiveness and impact of the professionals themselves.

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From an overall campus perspective, increased skills development have been found with numerous other specialty offices. Consider the evolution of the campus police from the security officers found on campus decades ago. Note also the nature of campus professional health services with personnel with varied specializations, a significant change from the nurse on campus. Student affairs, with its various specialty areas, has evolved dramatically from the days of deans of men, deans of women, and housemothers. Similarly, campus substance misuse prevention work, to be prepared to implement quality and impactful efforts within a comprehensive prevention framework, requires focused attention.

Finally, the specific focus of this effort is around substance misuse, specifically regarding the misuse of drugs and alcohol. When the title "Prevention Specialist" is used, the emphasis is upon the substance misuse prevention professional. Related prevention approaches and skills are appropriate when addressing the prevention of other issues, such as suicide or eating disorders. While these and other issues are linked with substance misuse, and working collaboratively can create synergy, the focus of this professional competencies effort is specifically on drugs and alcohol.

# HOW: Background and Development

This initiative was initiated by Mid-America Prevention Technology Transfer Center (PTTC), whose efforts are funded by SAMHSA. Based on identified needs in its region, the leadership of this PTTC sought to enhance the skills and competencies of higher education professionals who work in substance misuse prevention. The PTTC leadership sought to specify the appropriate competencies, identify resources, and determine potential implementation strategies. The impact from the finalized materials emphasizes increased quality of campus services, heightened impact of the strategies on students, and acknowledged expertise of these professionals by campus decision-makers and leaders.
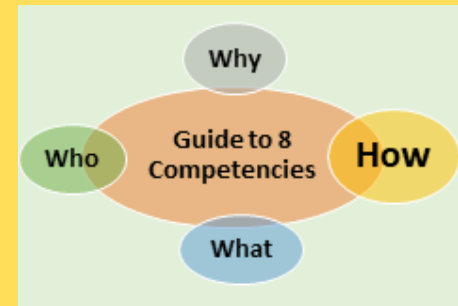
The process of building the professional competencies is viewed as an iterative process. While this document is the culmination of this development, the rollout plan relies on leaders at the national, state and local levels. Further, this document, and its associated resources, is current as of its publication in 2022; fully expected are developments, further enhancements, new science, and additional resources that can build upon and keep current this content.

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This initiative was undertaken in two parts. The first part developed a foundational framework for core competencies associated with campus substance misuse prevention. Work of an independent consultant, working in conjunction with the Mid-America PTTC staff and its advisory group helped with refining the content. The result of this initial work was a master inventory of competencies for prevention personnel developed, finalized in September, 2021; this included 864 competencies organized within 12 constructs. The second part involved the use of an advisory group of seasoned campus professionals, each with local, regional and national experience and perspectives. That group worked with the PTTC staff and the consultant for the development of this document. The competencies are organized within 8 constructs; within each construct are competencies defined as knowledge, skill, or application, as well as resources.

In developing this resource, the planning body focused on the campus prevention specialist. This includes what is often referred to as a coordinator or director, and includes other professional staff such as educators, trainers and others. While campus prevention efforts are undertaken by full-time and part-time personnel, include the use of graduate and undergraduate students, and involve other individuals and offices on campus (e.g., faculty members, professional staff, and departmental specialists), the focus with these competencies is on the overall full-time professional. These competencies are specified as *aspirational*, acknowledging that larger campuses with more resources may have specialists with varied areas of expertise (e.g., counseling, education and training, research, marketing). Complementing this perspective of aspirational competencies is that these represent the minimum competencies appropriate for all levels of involvement, whether individuals are at the entry, mid-management or director level. The entire compilation of competencies, across the eight core areas represent those toward which individuals, supervisors, preparation programs, and training would benefit from enhanced attention.

The planning body also focused on specific competencies that are focused specifically on substance misuse prevention, and there are other elements that are unique to the higher education setting. These two constructs - substance misuse prevention and institutions of higher education - demonstrate the unique nature of these professional positions. *Substance misuse prevention* issues are important and have specific elements that are different from other public health topics; similarly, work within the *higher education setting* is, in many ways, different from work in other business or community settings. While knowledge or skills generic for other health-focused topics, or other settings may be helpful, adaptation to substance misuse prevention within the higher education setting is necessary to be most effective with students.

# WHAT: Organization of this Resource

This **Professional Competencies Guide** is prepared to delineate the competencies needed to be successful to build and maintain a healthy campus culture. With the core areas identified, each of the competencies specified is deemed important to obtain the desired results. Further, each campus will have specified needs based on its history, priorities, and student population; thus, some competencies will be of greater importance and also will likely evolve over time. The intent of this resource is to provide the aspirational "big picture" so that success can be maximized.

With the focus upon the campus prevention professional, the nature and scope of responsibilities can be complicated. Within this context, the professional does not have to know everything; the professional can rely upon other experts and areas of expertise on the campus.

## Organizing the Competencies

To organize the competencies, eight core areas were identified. These eight areas were culled from the original twelve thematic areas developed with the first iteration of this overall initiative. The core areas were identified based on the planning body's assessment of what is reasonable and appropriate for enhanced effectiveness, efficiencies and success with prevention specialists. These core areas were specified as aspirational, with the acknowledged need to prioritize various elements based on campus needs at the local level.

Within each of these core areas, competencies were identified as *Knowledge-based, Skill-based, or Application*. The priority was the endpoint – the local application – with the acknowledgement that knowledge and skills are foundational for successful applications. Thus, for each application specified, identification of appropriate skills and knowledge were linked, as highlighted below.

| Competency | |
|---|---|
| *Application* | |
| *To perform this application, the Prevention Specialist needs to have the following* | |
| *Knowledge* | *Skills* |

While each of the knowledge and skill competencies were linked to an individual application competency, cross-linkages are acknowledged yet not highlighted in the document. That is, individual knowledge and skill competencies linked to an application will often apply to other applications; further, many of the specific competencies will be linked to, and enhance the development of, other competencies. The important point is that the increased and enhanced skills among prevention specialists is based on an integrated whole that continuously increases over time.

## The Eight Core Areas

The eight core areas, around which the entire document is based, are Prevention Science, Drugs and Alcohol, Strategic Planning, Needs Assessment, Evaluation and Research, Program Management, Policy and Environmental Strategies, Leadership, and Communication and Advocacy. For visualization, the graphic below highlights these core areas. They are arrayed in a general sequence, starting with the important area of Prevention Science. This general sequence begins with Prevention Science, is followed by Drugs and Alcohol, and ends with Communication and Advocacy. However, each of these eight core areas does build upon one another; further, skills within each of the core areas continue to develop and improve over time, particularly with increased competence on the job with local applications. The overall emphasis for professional development efforts should be placed on the process of using the necessary skill set to coordinate these all of these core elements.



With the development of the professional competencies, a total of 266 distinct competencies were identified. These include a total of 70 with the applications area, arrayed among the eight core areas. More specifically, between 7 and 10 competencies are listed for each of the eight core areas. To support and lead to the achievement of these applications competencies, a total of 101 knowledge-based competencies and 95 skills-based competencies are identified. The essential point is that the professional development of campus prevention specialists is a significant undertaking, grounded in the belief that campus leaders seek to achieve the desired outcomes of health, safety and success for students.

## Health-Enhancing Environment

Central to these eight core areas is the emphasis upon a *Health-Enhancing Environment*. This highlights the overall nature of the results desired as a result of the increased emphasis on the breadth and depth of professional skills among prevention specialists. The centrality of a "Health-Enhancing Environment" provides the requisite focus on individuals and the environment. The emphasis on individuals includes, as the ultimate audience, a focus on students; it also includes campus leadership, faculty and staff, student leaders, clubs and organizations, and departments and organizational units. The emphasis on environment highlights the structural, interpersonal, social and cultural aspects of the campus; this includes community norms, systems, reward structures, constraints, and local considerations. It seeks reduced secondary impacts of substance use, and promotes an environment that supports thriving, health and well-being. Both the individual and environmental focal areas attend to the continuum of substance use to meet varied needs, affiliation group issues, and the whole spectrum of prevention and health promotion within the context of a comprehensive campus program.



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Ultimately, behavior change, toward healthy and safe behaviors is the ultimate goal, and the core of the professional's efforts. Various strategic approaches from both the individual and environmental perspectives are important for achieving any necessary behavior change. This is with the understanding that existing positive behavior may not need to be changed, that supporting what is already positive is important, and that promoting the positive is essential. Through the implementation of strategies associated with environmental management, intervention, awareness, positive peer support, medication, policy, training, assessment, and more, positive outcomes are sought. With this prioritization of a health-enhancing environment, prevention specialists can focus on how behavior change might occur with substance issues, specifically. Important with that focus is an understanding of human behavior and how to make changes in it, including the psychology of alcohol and drug misuse.

Central to this is that prevention professionals need to recognize diversity within the community, and identify what is in the environment that can help support and promote positive outcomes. The linkage between the environment and the individual is important, as an unhealthy, destructive, unsupportive environment makes positive outcomes difficult for students. It is precisely this environmental context that helps make this prevention work so challenging, as the environment is not static; much in the environment is systemic and beyond the professionals' control (e.g., the environment cannot be fixed with educational solutions). Thus, the eight core competencies, and all the professional skills development, all emphasize a health-enhancing environment.

## Resources

Essential to a full understanding of each of the competencies within the eight core areas is a compilation of resources. These documents, organizations, and other materials are helpful for both documenting the nature of the competencies and for helping prepare professionals for quality application of the content. Resources include books, articles, websites, training opportunities, and more. These resources were identified as the primary grounded ones as of the time of publication of this ***Professional Competencies Guide***. While some are more dated, they nonetheless represent high quality items, and may also represent the most recent one of its nature.

The organization of the resources is done in two broad ways: by *Core Area* and *Overall*. The resources for each of the eight core areas include primarily print materials. These are organized alphabetically, with a short listing of very key, priority resources at the beginning of the core area's resources. The overall resources include those that are relevant and appropriate for the professional development of prevention specialists, as well as for those who wish to gain a broader understanding of their roles and responsibilities. These include porganizations, websites, listservs and data sources. Note that this compilation of resources does not include programs; while many of these are available at no cost or some cost, the prevention specialist will identify these through other validated and respectable sources.

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With any resource, it is important for those organizing professional development materials to identify quality and appropriate resources, from valid sources. This is critical for the prevention specialist having valid and reliable information, and being good consumers of information and research. It includes the professional having the capability to understand various levels of evidence, as well as the limitations of various methods, as well as understanding basic statistics.

Further, acknowledging that the compilation of resources is necessarily limited in scope, and that it may become dated, individuals are encouraged to use validated, collated resources developed by others as a helpful and appropriate way of staying current. Helpful for this are those identified with the NIAAA's CollegeAIM resource as well as those with the DEA's Prevention with Purpose materials.

Finally, just as with the competencies and their placement within one of the core areas, overlap and linkages exist; this is the same with many of the resources, as they provide applicability across multiple topics. Related to this is that there are some specific competency topics, such as many in the "Accomplishment" area that do not have specific resources identified. What is important for the prevention specialist, as part of orchestrating comprehensive, locally-appropriate campus efforts, to develop partnerships and reach across campus to specialists with relevant expertise.

# WHO: Audiences for Use

The essential consideration with this resource, and its associated structure, content and resources, is how it can be used. The ultimate aim is one of affecting the campus environment and culture so that college students' lives are as safe, healthy and productive as is reasonably possible. Central to an effective campus effort, with impact in the desired directions, is increased effectiveness and efficiencies of campus prevention specialists. This requires not only the knowledge, skills and applications for those in these professional positions, but also requires a broader understanding of and respect for the nature and scope of the professional responsibilities. The audiences on campus include, beyond the prevention specialists themselves, other campus leaders including key leadership, hiring and supervisory officials, and other professional colleagues. Outside the campus, various organizations, agencies and officials are instrumental for the promotion and implementation of standards, resources, and support, all of which are essential for the campus prevention effort. These various audiences each have roles to play, and opportunities for helping orchestrate this process.

The first key point is that the groundwork is done. The specification and refinement of "what it takes to be an effective and impactful prevention specialist on campus" is defined in this *Professional Competencies Guide*.  While this resource does not address the key components of a comprehensive campus prevention effort, it does point the way toward that outcome. What this resource does do is specify the essential knowledge foundations, skills base, and appropriate applications necessary for maximizing achievement of the desired results.

Correlated with this point is the extent to which individuals are committed to supporting this enhancement of campus prevention services. While resources and funding are not unlimited, and priorities have to be determined, all-too-often campus prevention services have limited support. While growth is found with many offices and services on campus, this is typically not found with campus prevention efforts. Campus leaders, and those at the local, state and national level, must determine the extent to which they will prioritize campus prevention efforts. The investment in these services, and the comprehensive nature of the required personnel attributes, is necessary to maximize achievement of the desired outcomes, which focus upon student health, safety, and success. In short, the question at the local level and beyond is whether "the will" is present to invest in these professional development efforts.

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To move this ***Professional Competencies Guide*** forward toward implementation, different audiences are specified. For each audience, ideas are provided regarding how each of them can use this resource.

## Prevention Specialist

This is the primary audience for this resource. These individuals have the overall responsibility for orchestrating the campus effort. They need to have the full range of knowledge, skills and applications. Whether the individual is new or experienced, the ***Professional Competencies Guide*** contains a wide variety of content and resources. Acknowledging that this resource is aspirational, individuals at all levels of their career benefit from achieving competence throughout the eight core areas. In addition, those professionals who have assumed the role of coordinating substance misuse prevention may have substantive background with other specialty areas or settings will benefit from this resource. They may need some refocusing or reeducation, as this resource focuses specifically on substance misuse prevention within the higher education setting. While many competencies from other fields of study or other settings may complement the prevention responsibilities, the unique features of this field of study for this setting are highlighted in the ***Professional Competencies Guide.*** Anyone with the role of prevention specialist will benefit from identifying areas where they would benefit enhanced competency; they could then seek out the necessary professional development. Important with this is to look for opportunities both within the substance misuse prevention arena as well as with other relevant sources and settings.

## Professional Colleagues

These include other individuals who have responsibility for specific aspects of the comprehensive campus initiative  (e.g., evaluation, marketing, counseling, programming).  It is appropriate for these individuals to have some understanding of the larger framework for the campus effort, and how their expertise can be helpful for achievement of the overall goals. Further, for their specific areas of expertise, these professionals should be aware of current science surrounding substance misuse, appropriate language, controversies and issues, and foundational elements. This could include a list of how an individual can use these competencies – how to train regarding the competencies, and how to assign specific roles and responsibilities based on them. Essential is the educational environment of colleges and universities, and the skills appropriate for direct education of students. This includes teaching and its skill set, including a lesson plan. For these partners in prevention, this could be framed as "if you're not doing anything else, at least know or do this."

## Campus Leadership

Included in this area are campus leaders, with particular attention to those with direct supervisory and hiring responsibilities. These leaders benefit from understanding the elements of what type of attributes are necessary and appropriate for orchestrating a grounded, comprehensive campus prevention effort. While specific areas of emphasis will vary from campus to campus, the ***Professional Competencies Guide*** provides an overview of the broad range of specific competencies that should be considered when designing or refining campus prevention services. This specific competencies framework and its associated details and resources can be helpful for the preparation of the locally-appropriate position description, for determining evaluation protocols, and for identifying ways to demonstrate support for the campus prevention services. Beyond these individuals, others with campus leadership responsibilities, such as the campus president or chancellor, and other executive officers, would benefit from understanding the important characteristics of a prevention specialist professional.

## Academic Preparation Programs

Including attention to the nature and scope of campus substance misuse prevention services would be appropriate for academic preparation programs, primarily at the level of graduate studies. With drug and alcohol misuse affecting so much of college students' lives, from lowered academic performance and student attrition, with unintended consequences and property damage, and with personal injury and death, it is only appropriate to invest in a broader and deeper understanding of how drug and alcohol issues can be addressed at both the individual and environmental levels. Significant attention to this central concern on campus is relevant for academic coursework, fields of study, research inquiry, and practical experience. Since drug and alcohol issues permeate all aspects of campus life, it is only reasonable that those preparing for careers with student leadership, career guidance, student success, counseling, residence life, athletics, health promotion, and general higher education administration have this understanding. While the vast majority of the graduate students in higher education / student affairs will have a wide range of other positions on campus (i.e., not prevention specialist), they will benefit from understanding the important role that prevention services plays in their own professional work. Some graduate programs may decide to offer a specific course on this topic, and others may have a series of courses or a specialty track that encompasses the competencies and many of the core areas  included in this ***Professional Competencies Guide.***

## State Agencies and Offices

At the state level, numerous offices and agencies have responsibility for and/or interest in the promotion of healthy and safe environments on campus. Agencies such as state departments of education, higher education, health, drug and alcohol leadership groups, alcoholic beverage/liquor control, traffic safety, and the governor's office may be appropriate for providing a range of leadership and/or supportive roles. These state agencies and offices could adopt any of a range of strategies and services to promote the further professional development of campus prevention services. They may serve as, promote, or host a statewide coordinating body to oversee these campus prevention services. They may propose or promulgate legislation, legislative authority, or standards that encourage or mandate heightened competencies for campus prevention professionals. They may offer training opportunities, resources, and funding to enhance further the professional competencies aligned with the ***Professional Competencies Guide***. The opportunities for statewide collaboration toward the goal of enhanced skills development should be driven by the range of local needs and statewide commitment to making a positive difference on campus.

## National Agencies and Offices

Just as with the state offices, various national agencies and departments may devote attention to this issue. Over many decades, various national offices have provided leadership. With NIAAA (from the *Whole College Catalog* to *CollegeAIM*), the U.S. Department of Education (with FIPSE grants, the Network, and the Higher Education Center), SAMSHA (with college publications and resources), the DEA (with resources), the U.S. Department of Transportation (with *A Winning Combination* and co-sponsorship of the *Policies and Programs* training), and the Office of National Drug Control Policy (with emphasis on higher education), various agencies have demonstrated leadership and resources. Noteworthy also is the Part 86 legislation, mandating a biennial review. Each of these agencies has an opportunity to review past work and identify ways they can be supportive individually or collaboratively to help with promoting this initiative. Just as at the state level, these national offices may use this competencies documentation and resources as the basis for their consideration of funding, resources, training, consultation, convening, support and calls to meaningful action.



## National Organizations

Numerous professional associations have tremendous opportunities to provide support of and leadership for the enhancement of competencies associated with campus prevention services. Key associations in higher education, with long-term and current commitment on these issues, include ACPA, NASPA, and ACHA; these and others are included within CoHEASAP. Other higher education-based groups include the American Council on Education and the Higher Education Center. Beyond the higher education settings, associations such as CADCA, APHA, and the Society for Addiction provide opportunities for significant impact. These organizations may consider implementing or endorsing training and professional development for those seeking to advance their competencies in one or more of the core areas identified with the ***Professional Competencies Guide***. This could be content based print or interpersonal approaches, such as webinar series, podcasts, and ongoing training. These organizations may consider credentialing or certification. With any resources or training offered, what would be helpful is to have some clear delineation of which of the competencies within the eight core areas are being addressed.

## Implementation Opportunities

With these various individuals, groups, agencies, or organizations, numerous implementation strategies are provided. No specific 'roadmap' to implementation is provided, as each entity can determine what is appropriate and meaningful for its consideration. The important factor is that each of these entities – and many others not identified – have the opportunity to determine how it wants to contribute to the positive and productive development of campus prevention services, and the professionals serving in these roles. Each of these entities has the opportunity to use its leverage, within its mission statements and spheres of influence, to help orchestrate positive impact.

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Overall, much of the hard work of conceptualizing, organizing, and preparing the foundational material with the eight core competency areas has been completed. The products developed with this process of developing professional competencies provides the foundation for further development of campus prevention personnel. The rest of the work – the political will – is up to individuals and the collectivity for determining the most appropriate path forward with this investment.

## Locally Appropriate Applications

While these professional competencies for campus prevention specialists are prepared with college campuses as a whole in mind, what is vital is that they be locally applied. College and university campuses have wide-ranging needs and priorities, some of which are based on their institutional demographics including size, public/private status, two-year/four-year, religious affiliation, HBCU, region of the country, research status and urban/rural/suburban setting. Student demographics constitute another feature, including background setting (in-state, out-of-state, international), first generation, veteran, adult learner, scholarship, athletics, academic orientation and residential/commuter. Other differences are based on their unique histories, their varying social and cultural offerings, the breadth of expertise on campus, and institutional and administrative priorities. Thus, the local application for the campus prevention effort, and the prevention professional working with this prevention effort, is important. Specifically, the core competencies that are needed and valued will be based, to a large extent, on these factors.

Part of the local appropriateness of how the prevention professional should "prioritize and apply" the core competencies is based on gradual progress. It is important to consider the stages of change for campus stakeholders and decision-makers, as well as the institutional readiness to change.While the entire compilation of all eight core areas, and their associated 266 competencies is aspirational, and may be desired in an ideal, general sense; however, the relevant local application is key. Prevention specialists, and campus leadership, must attend to gradual progress, such as moving from high risk to lower risk, from an institutional perspective. The evolution of the relevant competencies deemed appropriate will be based on the readiness of the campus, as well as other factors that evolve over time.

> The rest of the work – the political will – is up to individuals and the collectivity for determining the most appropriate path forward with this investment.



Another aspect of local appropriateness is with the varied audiences. With some audiences (e.g., first-year students, fraternity/sorority members, student-athletes) demonstrated higher risk associated with substance misuse is found; thus, adaptations and customization for these audiences is important. Similarly, addressing audiences such as veterans, persons of color, those from marginalized populations, and those with family histories of dependence warrant adapted approaches. Further, it is important to address the substances themselves in different ways, based on the audience (e.g., with alcohol, there may be those of legal age of purchase and those not of legal age) or local legality (e.g., with marijuana, efforts may be based on the laws of that state). Overall, this local adaptation responds to individual campus needs, issues and priorities.

To assist with localizing campus applications surrounding these eight areas of core competencies, consideration should be given to four things.

1. First, ***have a "clear why"*** regarding the selection of strategies and priorities associated with the campus effort.
2. Second, ***cultivate relationships***, as these help to garner support and advocacy for the campus effort.
3. Third, ***emphasize the campus culture***, with a focus on the environment that is present and that which is desired.
4. Finally, ***identify partnership***s for achieving the shared vision and goals of a healthy, safe and productive environment for students.
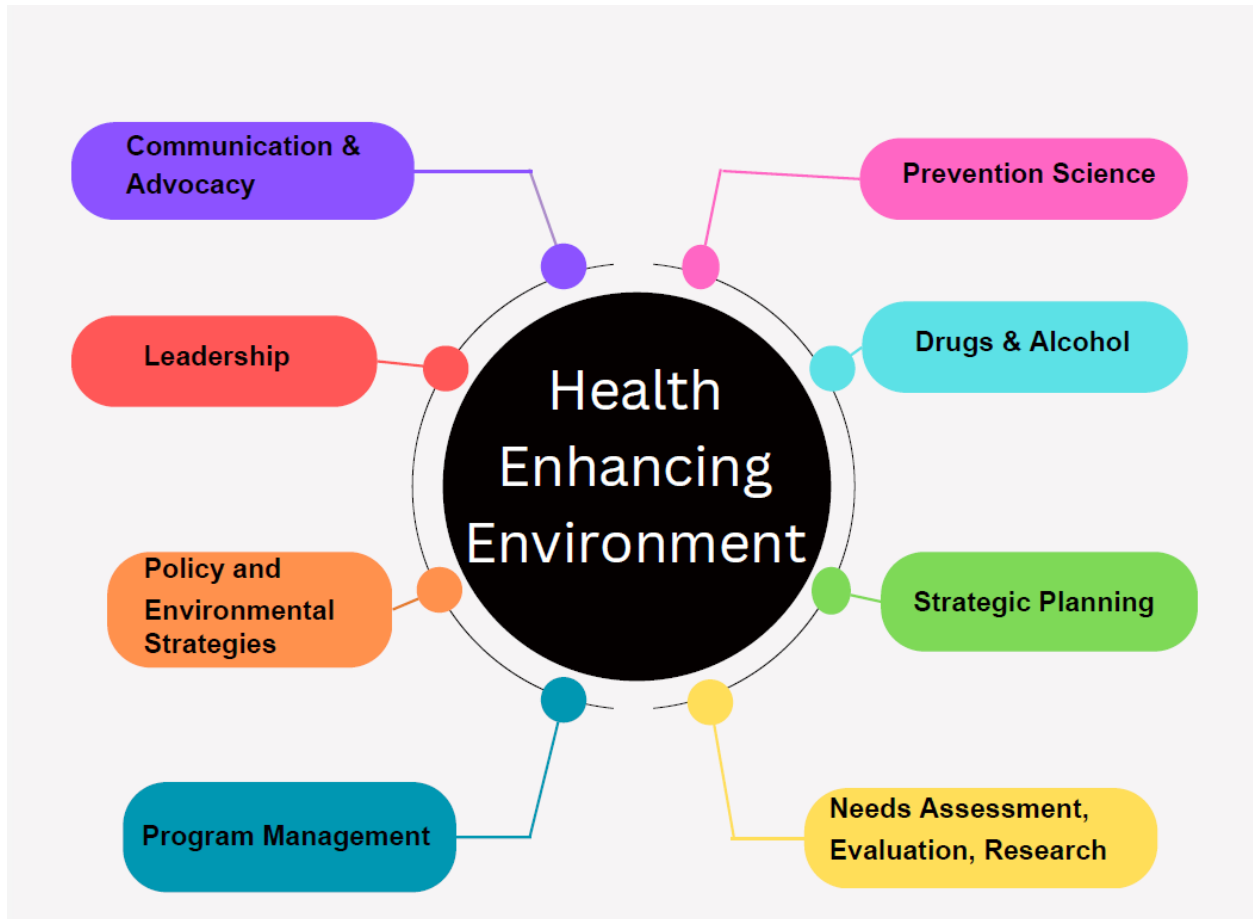
# SUMMARY

With this introduction, four areas were highlighted to introduce the **Professional Competencies Guide** for campus substance misuse prevention efforts. First, the rationale for a resource such as this was offered, within the section labeled "WHY." This notes the lack of a centralized or mandated training or professional skills and competencies, and limitations with organized professional preparation. All of this is embedded with the lack of prioritization of campus prevention professionals and campus prevention efforts overall. The second segment addressed "HOW"; this detailed the background and development of this resource. It highlighted the process of development, including the important role of an expert advisory group with extensive experience with campus prevention efforts. Third, the organization of this resource, using eight core competency areas and 266 individual competencies arrayed among knowledge, skills and applications, was organized within the "WHAT" segment. Finally, specific ideas about how to bring some life to this foundational document, is provided in the "WHO" section. This specifies, for each of seven groupings of audience, ways in which they each might consider moving to the next steps with this resource.

In review, this **Professional Competencies Guide** provides the foundation for further enhancing the enhancement of campus substance misuse prevention services. The core competencies identified with the framework of eight key areas serve as aspirational for the design, improvement, and revision of the preparation of prevention professionals working with campus prevention efforts. The resources identified from an overall perspective, and for each of the eight core areas, help with the implementation of this professional development process.

# THE EIGHT PROFESSIONAL COMPETENCIES



Communication & Advocacy

Prevention Science

Leadership

Drugs & Alcohol

Health Enhancing Environment

Policy and Environmental Strategies

Strategic Planning

Program Management

Needs Assessment, Evaluation, Research

*Click on the each topic below to link to the specific competency.*

| | |
|---|---|
| **Communication & Advocacy** | **Prevention Science** |
| **Leadership** | **Drugs and Alcohol** |
| **Policy and Environmental Strategies** | **Strategic Planning** |
| **Program Management** | **Needs Assessment, Evaluation, and Research** |

# PREVENTION SCIENCE

Prevention Science emphasizes scientific approaches to understanding drug and alcohol problems and concerns and the design of strategies and interventions. It includes an understanding of risk factors and ways to reduce their impact; it also emphasizes understanding protective factors and ways of developing or enhancing them. Key considerations include evidence-informed foundations and strategies, a comprehensive framework, and documentation.

## 1. Systematically Identify Strategies

### Application

Maintain a systematic study of strategies used to address risk and protective factors.
.

### To perform this application, the Prevention Specialist needs to have the following

| Knowledge | Skills |
|---|---|
| Know public health and substance misuse prevention concepts, theories, models and techniques. | Organize strategies with the universal, selective and indicated framework. |
| Understand the components of a comprehensive prevention approach. | Distinguish strategies as prevention-focused or promotion-focused. |
| Awareness of universal, selective and indicated approaches. | Maintain evidence-informed approaches when planning and reviewing preventive interventions. |

## 2. Apply Local Data

### Application

Apply local data and insights for the logic model and strategic plan.

### To perform this application, the Prevention Specialist needs to have the following

| Knowledge | Skills |
|---|---|
| Know ways of gathering current and valid information about students' knowledge, attitudes, behaviors, intentions, perceptions and desires. | Utilize ongoing needs assessments and sound evaluative approaches for program and strategy development. |

## 3. Engage Students

### Application

Engage students and student groups with strategy and message design and implementation.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Know students' reasons for and expectations regarding drug/alcohol use and misuse. | Identify strategies that engage students in identifying underlying issues and factors as well as strategy development. |

## 4. Address Risk and Protective Factors

### Application

Address risk and protective factors at the individual, group, and campus levels.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Understand the range of individual, group, and environmental risk factors for substance misuse. | Maintain a prevention approach that examines the origins of problems and concerns. |
| Awareness of the compounding nature of numerous risk factors. | Incorporate harm reduction principles to individual, group and institutional efforts. |
| Understand the range of individual, group and environmental protective factors regarding substance misuse. | |
| Recognize root causes for drug/alcohol misuse. | |

## 5. Develop Population Approaches

### Application

Prepare targeted messages and approaches appropriate for specific populations.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Awareness of the importance of attention to subpopulations when understanding risk and protective factors. | Anticipate future needs and issues. |
| | Engage various subpopulations in meaningful ways for program and message development. |

| 6. Incorporate Cultural Humility |
|---|
| *Application* |
| Incorporate strategies for campus and curricular engagement with cultural humility. |
| *To perform this application, the Prevention Specialist needs to have the following* |

| Knowledge | Skills |
|---|---|
| Understand the intersectionality between drug/alcohol issues, mental health and violence.<br><br>Knowledge of theories and frameworks for student development, health promotion and substance misuse prevention. | Incorporate social norm misperception correction strategies.<br><br>Plan approaches for universal, selective and indicated audiences.<br><br>Focus strategies on overall student development, student learning, and student success. |

| 7. Monitor Ethics |
|---|
| *Application* |
| Monitor planning, implementation and review processes to ensure ethical considerations. |
| *To perform this application, the Prevention Specialist needs to have the following* |

| Knowledge | Skills |
|---|---|
| Understand the importance of maintaining ethical standards and protocols throughout the prevention work. | Identify ways of ensuring ethical implementation in needs assessment, planning and implementation efforts. |

| 8. Incorporate Evidence Foundations |
|---|
| *Application* |
| Understand ways to overcome limitations and concerns associated with evidence-based approaches. |
| *To perform this application, the Prevention Specialist needs to have the following* |

| Knowledge | Skills |
|---|---|
| Understand how scientific methods can aid with planning, reviewing and implementing strategies.<br><br>Differentiate between evidence-based and evidence-informed approaches. | Orchestrate strategic planning processes within a clear theory of change. |

## 9. Incorporate Monitoring

### Application

Implement specific initiatives that engage and reward faculty and academic unit participation.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Appreciate the importance and nature of curricular and scholarly activities on campus. | Identify motivators for engagement by faculty members, academic units, and academic support systems. |

## 10. Disseminate Findings

### Application

Disseminate findings and insights in translational ways.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Understand different needs and interests of varied campus leaders and stakeholders. | Develop strategies for sharing timely and appropriate information. |

# D R U G S   A N D   A L C O H O L

This foundational area is essential for anyone working with drug/alcohol misuse prevention, including those working fulltime or part-time with prevention efforts. Core content includes drug/alcohol effects on the body, motivations for use, consequences, risk and resiliency factors, epidemiology, substance use disorder, intervention, and recovery. This area includes the societal context as well as a focus on what is unique and relevant for higher education, such as the setting, the range of audiences and populations, the continuum of use, and individual/group risk factors.

## 1. Incorporate Current Information

### Application

Incorporate new knowledge about emerging substances, student needs and issues, and helpful strategies.

*To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
|---|---|
| Understand short-term and long-term effects of drugs and alcohol on the human body.<br><br>Understand the principles that influence the effects of a substance on a person. | Be current with the latest student usage patterns, levels of knowledge, attitudes, perceptions, intentions, desires and related factors. |

## 2. Link Strategies and Consequences

### Application

Demonstrate to stakeholders and decision-makers how campus strategies and consequences are related.

*To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
|---|---|
| Awareness of individual, group, campus and community consequences associated with substance misuse. | Develop a framework that illustrates linkages between prevention strategies, student behaviors, and consequences. |

## 3. Implement Support Services

### Application

Oversee implementation of a continuum of student support services regarding substance misuse prevention to include those in recovery.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Awareness of patterns of substance use, motivations, expectations and perceived risks among college students. | Incorporate strategies for early identification of drug/alcohol problems and substance use disorder.<br><br>Provide opportunities for referral of individuals or issues of concern by campus personnel.<br><br>Demonstrate compassion for individuals in recovery and recovery issues. |

## 4. Monitor Implementation

### Application

Monitor implementation of the range of campus prevention services and strategies to ensure fidelity and desired impact.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Understand individual and environmental risk and resiliency factors associated with substance use and misuse at the individual and group level. | Implement a comprehensive approach that addresses the continuum of student usage patterns.<br><br>Incorporate cultural humility in understanding and responding to the continuum of substance usage patterns. |

## 5. Oversee Stepped-Care Approach

### Application

Oversee the implementation of a stepped-care approach with those with substance use disorders.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Knowledge of substance use disorder elements and causal factors.<br><br>Awareness of the range of campus support services for intervention, a stepped-care approach, and recovery. | Develop needs-based assessments, training protocols, reporting mechanisms, monitoring strategies and services. |

| 6. Orchestrate Recovery Services |
| --- |
| **Application** |
| Orchestrate a range of support services for those in recovery. |
| ***To perform this application, the Prevention Specialist needs to have the following*** |

| Knowledge | Skills |
| --- | --- |
| Understand ways in which substance use is correlated with myriad physical and mental health issues. | Promote understanding and engagement of substance misuse issues, intervention, and referral among campus stakeholders and student leaders. |

| 7. Monitor Effectiveness |
| --- |
| **Application** |
| Monitor approaches for intervention, referral, and recovery for effectiveness among varied cultures and audiences. |
| ***To perform this application, the Prevention Specialist needs to have the following*** |

| Knowledge | Skills |
| --- | --- |
| Understand the varied contextual factors associated with individual substance use behaviors and patterns. | Articulate the complexity of substance misuse issues from a societal and cultural perspective. |

| 8. Implement Professional Development |
| --- |
| **Application** |
| Implement ongoing training and professional development on problem identification and referral for faculty, staff and student leaders. |
| ***To perform this application, the Prevention Specialist needs to have the following*** |

| Knowledge | Skills |
| --- | --- |
| Integrate student development theory with public health and prevention science approaches. | Mobilize campus personnel and offices to address intersecting causal and resource issues. |

# S T R A T E G I C   P L A N N I N G

This emphasizes the campus prevention effort, including the campus and community context, vision setting, orchestrating a systematic process, and engaging key constituencies. This high-level oversight and leadership of the campus effort includes use of conceptual foundations, a logic model, program monitoring, and institutionalization. Essential are effective relationships with campus generalists, specialists and key departments and offices, including an understanding and respect for their respective skills, responsibilities, roles, and ethical standards. The planful, organized, interdependent and supportive approach helps promote the desired campus culture. Included are ways of contributing to overall institutional strategic planning efforts.

## 1. Oversee Continuum of Efforts

| Application |
| --- |
| Manage strategic planning efforts along the entire planning continuum. |

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
| --- | --- |
| Knowledge of theoretical frameworks, evidence-informed strategies and strategic planning processes.<br><br>Knowledge of using vision- and goal-setting strategies for universal, selective and indicated audiences.<br><br>Understand the institution's history, culture, values, community relationships, issues and aspirations. | Synthesize elements gathered from campus vision-setting efforts related to substance misuse prevention and health-enhancing behavior promotion. |

## 2. Engage Stakeholders

### Application

Engage a wide range of constituencies and stakeholders in meaningful ways throughout the assessment, planning, implementation and review processes.

### To perform this application, the Prevention Specialist needs to have the following

| Knowledge | Skills |
| --- | --- |
| Understand current campus environmental and awareness strategies used with universal and selective audiences.<br><br>Understand current campus support services on problem identification, referral, stepped care and recovery for indicated audiences. | Consult with varied campus services and individuals regarding their insights, recommendations, and opportunities.<br><br>Engage students in meaningful ways in the planning, implementation and review of strategic planning efforts. |

## 3. Blend Broad and Focused Approaches

### Application

Integrate broad perspectives and specific localized details throughout the strategic planning efforts.

### To perform this application, the Prevention Specialist needs to have the following

| Knowledge | Skills |
| --- | --- |
| Understand the role of organized and systematic planned change efforts anchored in readiness to change and continuous improvement.<br><br>Knowledge of how to develop and use a logic model. | Facilitate development and use of a logic model that links inputs, strategies and outcomes. |

## 4. Coordinate Involvement

### Application

Coordinate involvement of multiple departments and personnel to facilitate shared responsibility for a comprehensive campus program.

### To perform this application, the Prevention Specialist needs to have the following

| Knowledge | Skills |
| --- | --- |
| Awareness of the variety of campus offices and personnel with existing or potential involvement in campus prevention efforts. | Work with campus stakeholders to promote a coherent, consistent approach.<br><br>Demonstrate commitment to historically marginalized populations by seeking their input and engagement. |

## 5. Oversee Contextual Elements

### *Application*

Oversee strategic planning efforts that are needs-based, current, and appropriate within the institutional context

### *To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
|---|---|
| Knowledge of basic standards and ethical principles.<br><br>Knowledge of the variety of needs assessment processes.<br><br>Knowledge of outcome and process evaluation, including standards, strengths, and limitations. | Embed formative and summative evaluation findings throughout the strategic planning process. |

## 6. Integrate Monitoring

### *Application*

Integrate monitoring of the environmental context, strategies, and outcomes.

### *To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
|---|---|
| Maintain a systems perspective for a comprehensive campus effort.<br><br>Understand individual and organizational challenges, obstacles, and resistance to change. | Incorporate evidence-informed approaches that blend local needs, theoretical foundations, innovation, and best fit. |

## 7. Prepare Documentation

### *Application*

Prepare reports and documents that specify aims, strategies, review criteria, and results.

### *To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
|---|---|
| Awareness of institutional and selective population needs and inclusion opportunities.<br><br>Awareness of skills, specialization, and opportunities for varied campus and community offices and personnel. | Maintain long-term perspectives to help sustain and institutionalize campus prevention efforts. |

8 Competencies

This area emphasizes programmatic needs assessment and review throughout the prevention efforts. Use of quantitative and qualitative measures helps with programmatic accountability by monitoring outcomes and processes at broad and focused levels. Attending to programmatic impact, communications efforts, focused training, and elements of the logic model help with continuous improvement for quality strategies. Research activities complement the evaluation efforts by providing opportunities for faculty and student engagement as well as dissemination locally and nationally.

## 1. Promote Assessment Culture

### Application

Sustain an overall culture of assessment, inquiry, and accountability.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Knowledge of the role of needs assessment and evaluation for initial and ongoing strategic planning.<br><br>Knowledge of the differences and complementary roles of needs assessment, evaluation and research. | Create an overall evaluation plan that incorporates a blend of approaches (e.g., long-term and short-term, quantitative and qualitative, outcome and process). |

## 2. Utilize Current Information

### Application

Gather and analyze information that provides up-to-date, locally appropriate, and useful grounding.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Understand current and emerging patterns of use and underlying socio-cultural factors. | Assess current and emerging substances, methods, context of use, and motivations. |

## 3. Develop Audience-Relevant Findings

### *Application*

Distinguish findings based on overall students, sub-populations, and stakeholders.

*To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
|---|---|
| Awareness of the nature, key attributes, and interests of varied student populations.<br><br>Understand needs and issues of minoritized and marginalized students. | Involve students and diverse campus populations in design, implementation, and interpretation of evaluation strategies and findings. |

## 4. Emphasize Student Success

### *Application*

Recognize student success, student development, and a health-enhancing environment as central areas of focus.

*To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
|---|---|
| Understand individual, group, and environmental factors contributing to students' overall academic and wellbeing success. | Define factors that contribute to and/or detract from students' academic and wellbeing success. |

## 5. Engage Collaborators

### *Application*

Collaborate with faculty and campus stakeholders in evaluation and research design and implementation.

*To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
|---|---|
| Knowledge of how to use formative, process, outcome, and impact evaluative strategies. | Develop outcome and process measures aligned with local needs, interests, and specific strategies. |

## 6. Localize Evaluation Approaches

### Application

Implement locally-appropriate evaluative strategies based on needs, interests, timelines, and resources.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Distinguish strengths and limitations of varied assessment and evaluative approaches. | Organize quality protocols for data collection, coding, analysis, review, and distribution of findings. |

## 7. Provide Ethical and Legal Oversight

### Application

Demonstrate ethical and legal choices throughout all evaluative efforts.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Know the importance of cultural humility throughout needs assessment and evaluation efforts.<br><br>Know applicable laws and guidelines regarding research with human participants. | Practice cultural humility when planning evaluative strategies.<br><br>Understand institutional guidelines and standards regarding research and human participants. |

## 8. Communicate with Stakeholders

### Application

Communicate accurate findings to stakeholders.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Understand ways of organizing and presenting data, results, findings, and conclusions. | Prepare findings in audience-appropriate, meaningful and user-friendly ways. |

| 9.  Utilize Results with Planning |
|---|
| ***Application*** |
| Incorporate results and insights within ongoing planning and programmatic modification. |
| ***To perform this application, the Prevention Specialist needs to have the following*** |

| Knowledge | Skills |
|---|---|
| Integrate conceptual frameworks and logic models within evaluative methods. | Anticipate data needs and interests of, and usefulness for, program leadership and stakeholders. |
| | Incorporate programmatic impact, cost-effectiveness, and accountability into evaluation design and reporting. |

| 10. Continuously Improve Evaluation |
|---|
| ***Application*** |
| Monitor evaluative approaches and findings regularly to identify areas of concern and opportunities for improvement. |
| ***To perform this application, the Prevention Specialist needs to have the following*** |

| Knowledge | Skills |
|---|---|
| Knowledge of varied needs assessment and evaluative strategies and issues. | Synthesize findings from varied sources and methods. |

# P R O G R A M   M A N A G E M E N T

This area highlights oversight and implementation of the campus prevention effort, including attention to personnel, resources, advisory groups, and extensive collaboration. It incorporates organizational structure, coalition building, collaborative leadership, cultural humility, and engagement of key campus individuals and groups such as student leaders, student groups, and faculty. Professional preparedness of prevention personnel as well as others on campus (e.g., faculty, staff, student leaders, peer educators) helps maintain current knowledge, consistent messaging, and engaged audiences.

| 1.  Recruit Varied Personnel |
|---|
| *Application* |
| Recruit individuals from varied leadership groups, departments, and coalitions for roles with prevention efforts. |

| *To perform this application, the Prevention Specialist needs to have the following* ||
|---|---|
| *Knowledge* | *Skills* |
| View campus prevention as a "shared responsibility" with individuals and offices each having defined roles.<br><br>Appraise the specialized roles of various campus offices and organizations related to prevention goals. | Cultivate collaboration among staff, students, colleagues, task force members, and community leaders. |

## 2. Manage Implementation

### *Application*

Conduct organized and inclusive planning and implementation opportunities.

### *To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
|---|---|
| Understand the coordinating role and content expertise of prevention personnel for the overall campus effort.<br><br>Understand the range and integration of the varied roles, responsibilities, activities, and specialty areas for staff members and volunteers. | Demonstrate human relations skills such as active listening, respect, boundary setting, and cultural humility.<br><br>Integrate professional standards, ethical practices, institutional policies, and best practices. |

## 3. Incorporate Current Information

### *Application*

Apply current scientific evidence and best practices with strategy design and implementation.

### *To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
|---|---|
| Awareness of the desired overall campus culture and sub-cultures, and the desired drug/alcohol specific culture. | Incorporate needs-based, theory-driven, evidence-informed approaches within a logic model. |

## 4. Involve Key Individuals

### *Application*

Incorporate meaningful involvement with students and with selective groups.

### *To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
|---|---|
| Understand the important role of students and student groups in programmatic and strategy design, implementation, and review. | Engage students and student groups in meaningful ways in the development, implementation, and review of campus policies, prevention strategies, services, and resources. |

| 5.  Engage Coalitions and Groups |
|---|
| *Application* |
| Orchestrate campus coalitions and other advisory groups in programmatic oversight, review, and ongoing planning. |

| *To perform this application, the Prevention Specialist needs to have the following* ||
|---|---|
| *Knowledge* | *Skills* |
| Knowledge of how campus coalitions can aid with development, implementation and promotion of campus prevention efforts. | Manage task force and advisory groups in organized and impactful ways.<br><br>Engage task force members in ways that acknowledge their expertise, reward the individuals, and benefit campus prevention efforts. |

| 6.  Involve Local Community |
|---|
| *Application* |
| Sustain outreach with the local community regarding issues, needs, resources, and collaboration opportunities. |

| *To perform this application, the Prevention Specialist needs to have the following* ||
|---|---|
| *Knowledge* | *Skills* |
| Knowledge of how community coalitions and community engagement can aid with development, implementation, and promotion of campus prevention efforts. | Mobilize individuals and groups on and off campus in meaningful engagement opportunities that contribute to planning, delivery, review, and advocacy of programs and services. |

## 7. Assess Strategic Effectiveness

### Application

Analyze and evaluate the effectiveness of programs, services, and strategies in accomplishing specified objectives within the context of the current and desired campus culture.

### To perform this application, the Prevention Specialist needs to have the following

| Knowledge | Skills |
|---|---|
| Knowledge of sources of current science, new approaches, and latest evidence that maintain learning and growth opportunities for self and others. | Gather stakeholders' perceptions of needs, challenges, issues, and opportunities.<br><br>Incorporate new science, relevant knowledge, and current practices into program design and training.<br><br>Ensure availability and use of adequate and appropriate resources, infrastructure and technology. |

## 8. Maintain Quality Personnel

### Application

Ensure adequate, appropriate and quality personnel for effective and efficient strategy implementation.

### To perform this application, the Prevention Specialist needs to have the following

| Knowledge | Skills |
|---|---|
| Knowledge of managerial strategies for effective program planning, implementation, and review with an aim of continuous improvement. | Supervise personnel and volunteers with accountability measures and performance reviews.<br><br>Integrate a culture of accountability regarding programmatic vision, goals, and implementation. |

| 9. Conduct Professional Development |
|---|
| *Application* |
| Implement comprehensive and needs-based training and professional development for staff, students, volunteers, and stakeholders that emphasizes continuous improvement regarding knowledge, skills, and applications. |

*To perform this application, the Prevention Specialist needs to have the following*

| *Knowledge* | *Skills* |
|---|---|
| Knowledge of effective training and professional development approaches, including incorporating varied adult learning strategies. | Plan varied training and professional development for students, student leaders, faculty, staff, and other stakeholders. |

# P O L I C Y   A N D   E N V I R O N M E N T A L   S T R A T E G I E S

A comprehensive campus effort includes attention to policy contents, development, and implementation as well as overall environmental approaches. Campus policies complement laws and ordinances by attending to campus-specific issues. Policy also encompasses the overall goal of the campus effort for shaping a healthy and safe campus environment. Attention is provided to a systems approach, consistency, monitoring, and communication.

| 1.  Promote Policy Context |
| --- |
| *Application* |
| Articulate the context of policy as expressive of a desired philosophy of protecting the health and welfare of the campus community. |

| *To perform this application, the Prevention Specialist needs to have the following* | |
| --- | --- |
| *Knowledge* | *Skills* |
| Understand theoretical foundations of public policy in environmental strategies.<br><br>Recognize policy's foundational role in campus strategic planning efforts.<br><br>Understand the important role of policy and environmental approaches as essential for a comprehensive campus effort. | Establish the roles of policy and environmental strategies as proactive, reactive, responsive, and responsible. |

## 2. Implement Participatory Processes

### Application

Implement an inclusive, participatory process for setting and reviewing policy.

### To perform this application, the Prevention Specialist needs to have the following

| Knowledge | Skills |
|---|---|
| Knowledge of the wide range of issues and topics addressed by policies and standards, including conditions for alcohol use and sales, planning, servers, food, conduct, locations, hosting, advertising, and medical amnesty. | Promote meaningful student and other constituency involvement in policy and environmental strategy development and review.<br><br>Incorporate the use of key informant groups, student groups, and faculty to inform policy content. |

## 3. Use Coalitions

### Application

Utilize campus and community coalitions to review policy and environmental strategy contents and implementation.

### To perform this application, the Prevention Specialist needs to have the following

| Knowledge | Skills |
|---|---|
| Appreciate the role of policy and environmental strategies in both shaping the campus culture and specifying rules, regulations, standards, and guidelines. | Engage stakeholders and intermediaries in reviewing current and proposing new policies. |

## 4. Align Policy Components

### Application

Manage a systems approach that aligns policies, enforcement, and education efforts.

### To perform this application, the Prevention Specialist needs to have the following

| Knowledge | Skills |
|---|---|
| Understand that policy implementation requires a systems approach with broad support.<br><br>Understand the environmental management approach for addressing and preventing risks in the campus environment and setting. | Demonstrate values and principles through policy content.<br><br>Develop guiding principles, messages, and themes that undergird the campus policy and environmental approaches.  . |

| 5. Oversee Enforcement |
|---|
| *Application* |
| Ensure consistent and equitable enforcement across campus. |
| *To perform this application, the Prevention Specialist needs to have the following* |

| Knowledge | Skills |
|---|---|
| Understand the importance of consistency between campus policies and local/state/federal laws and ordinances. | Implement training for key personnel regarding environmental strategies and policy development. |

| 6. Disseminate Policy |
|---|
| *Application* |
| Demonstrate visible, consistent, and strong leadership in policy dissemination. |
| *To perform this application, the Prevention Specialist needs to have the following* |

| Knowledge | Skills |
|---|---|
| Identify current and potential sources of information to reach specific audiences in timely and effective ways to ensure policy awareness. | Promote active information dissemination and clear messaging about policies, rationale, and consequences. |

| 7. Monitor Results |
|---|
| *Application* |
| Monitor results for quality and effective implementation. |
| *To perform this application, the Prevention Specialist needs to have the following* |

| Knowledge | Skills |
|---|---|
| Determine how policies, procedures and standards are viewed by groups, organizations, departments, and individuals, including subpopulations. | Assess impact of policies and environmental approaches on the campus, including subpopulations. |

# L E A D E R S H I P

Leadership helps guide and promote quality, comprehensive prevention efforts with a needs-based and future orientation. Attention is provided to grounded strategies, engaged planning, collaboration, and attention to impact throughout the campus decision structure. This includes clearly defined roles and responsibilities, supervision, and programmatic monitoring with an aim of continuous improvement. Included are ethics, cultural humility and professionalism.

## 1. Blend Perspectives

### Application

Incorporate visionary, innovative, grounded, and practical perspectives.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Understand a range of leadership theories and applications for college campuses. | Orchestrate campus efforts based on current and emerging national and local data, needs, and issues. |

## 2. Promote Collaboration

### Application

Promote collaborative initiatives with students, organizations, offices, and departments on and off campus.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Knowledge of instrumental leadership's role with goal attainment, structures, and personnel. | Focus efforts on promotion of a health-enhancing campus climate and campus culture. |
| Knowledge of the campus organizational structure, governance, decision-making systems, and priorities. | Facilitate productive approaches that meet and anticipate student needs and engagement styles. |

| 3.  Engage Groups |
|---|
| *Application* |
| Nurture teams, task forces, advisory groups, and alliances. |

| *To perform this application, the Prevention Specialist needs to have the following* | |
|---|---|
| *Knowledge* | *Skills* |
| Knowledge of expressive leadership's role with processes, cohesion, and relationships. | Develop strategies for engaging and supporting productive work groups. |

| 4.  Communicate Vision |
|---|
| *Application* |
| Communicate the vision and goals widely. |

| *To perform this application, the Prevention Specialist needs to have the following* | |
|---|---|
| *Knowledge* | *Skills* |
| Define clearly the prevention vision and short-range and long-term goals. | Ensure staff and volunteer actions align with prevention vision and goals. |

| 5.  Ground Efforts |
|---|
| *Application* |
| Maintain inquisitive, science-based strategies, and research efforts. |

| *To perform this application, the Prevention Specialist needs to have the following* | |
|---|---|
| *Knowledge* | *Skills* |
| Identify faculty members, departments, and other organizational units that have areas of expertise beneficial for prevention efforts. | Partner with faculty members and groups/units with skill sets that benefit prevention efforts. |

| 6.  Articulate Prevention Issues |
|---|
| *Application* |
| Clearly communicate current needs, issues, and opportunities regarding drug and alcohol misuse prevention. |

| *To perform this application, the Prevention Specialist needs to have the following* | |
|---|---|
| *Knowledge* | *Skills* |
| Awareness of key campus stakeholders, decision-makers and potential allies, including students. | Determine specific campus needs, opportunities, and strategies. |

## 7. Act Boldly

### *Application*

Be bold with initiatives and thinking.

### *To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
|---|---|
| Knowledge of current research and best practices. | Demonstrate the priority of community collaboration and engagement. |
| Knowledge of current and emerging factors regarding the societal context and student needs. | Emphasize cultural humility, cultural competence, cultural respect and cultural responsiveness. |


## 8. Stress Continuous Improvement

### *Application*

Incorporate ongoing assessment and continuous improvement initiatives.

### *To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
|---|---|
| Identify elements of strategic planning and monitoring processes. | Coordinate strategic planning and project management efforts within a coordinated systems approach. |
| Recognize areas of organizational resistance and reasons for this resistance. | Manage efforts to address areas of individual and organizational resistance. |


## 9. Promote Professionalism

### *Application*

Promote the presence and professionalism of prevention on campus as well as in the state and nationally.

### *To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
|---|---|
| Understand principles of ethical analysis and decision-making. | Anchor efforts in continuous improvement and  professionalism. |

| 10.Incorporate Mentorship |
|---|
| *Application* |
| Implement mentorship opportunities for learning, partnering and collaboration. |
| *To perform this application, the Prevention Specialist needs to have the following* |

| Knowledge | Skills |
|---|---|
| Knowledge of best practices in establishing professional mentoring programs. | Engage key allies to help develop and sustain the change process. |

# COMMUNICATION AND ADVOCACY

The focus of this area is on quality communications with varied audiences, prioritizing student engagement. Attention is provided to current information, clear messaging, campaign development, social norming efforts, and varied approaches including the use of marketing, persuasion, communications science, technology and communications/marketing specialists. This incorporates advocacy for safe and healthy campus environments, engagement of key constituencies, and understanding and support of prevention efforts by administrators and campus leaders.

## 1. Educate the Campus Community

| Application |
| --- |
| Educate the campus community about drugs and alcohol, substance effects, consequences, responsibilities, and expectations. |

*To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
| --- | --- |
| Understand the range of knowledge, perception, attitudinal and skill gaps and needs for varied campus constituencies. | Specify messages and strategies for communication with individuals and campus groups. |

## 2. Prioritize a Healthy Environment

| Application |
| --- |
| Promote a culture of inquiry and respect regarding a health-enhancing environment. |

*To perform this application, the Prevention Specialist needs to have the following*

| Knowledge | Skills |
| --- | --- |
| Awareness of the strategic role of communication and marketing activities. | Utilize needs assessment and formative evaluation results to guide strategies and messages. |

| 3. Implement Campaigns |
|---|
| *Application* |
| Orchestrate campaigns with varied communication strategies. |
| ***To perform this application, the Prevention Specialist needs to have the following*** |

| Knowledge | Skills |
|---|---|
| Knowledge of principles and theories for effective communication and marketing.<br><br>Understand the role of traditional media venues and social media approaches.<br><br>Awareness of current and cutting-edge technological approaches. | Develop and utilize guiding principles for orchestrating communication efforts. |

| 4. Engage Students |
|---|
| *Application* |
| Engage students in meaningful ways in message planning, delivery, and review. |
| ***To perform this application, the Prevention Specialist needs to have the following*** |

| Knowledge | Skills |
|---|---|
| Knowledge of varied traditional and emerging approaches for reaching and engaging different audiences. | Implement pilot testing with target audiences to assess messages and strategies.<br><br>Develop communication approaches informed by salient audience issues and cultural humility. |

| 5. Monitor Outcomes |
|---|
| *Application* |
| Oversee communications efforts and results to assure high quality and desired results. |
| ***To perform this application, the Prevention Specialist needs to have the following*** |

| Knowledge | Skills |
|---|---|
| Awareness of persuasion and advocacy strategies.<br><br>Understand varied learning styles, adult learning theory, and audience-specific needs. | Distinguish messaging and methods for universal, selective, and indicated audiences. |

## 6. Engage Experts

### Application

Engage specialists and professionals in fields of communication, marketing, advertising, and media.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Identify individuals, departments, centers, and groups that have knowledge and expertise in topics directly related to or affiliated with campus prevention efforts. | Cultivate allies and supporters to serve as advocates and spokespersons.<br><br>Prepare resources, persuasive materials, and strategies for stakeholders and decision-makers. |

## 7. Advocate for Prevention

### Application

Advocate for prevention needs, emerging issues, and goals.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Know foundations and strategies for persuasive and effective communication using written, verbal, and multimedia approaches. | Develop effective public speaking skills for varied settings and outlets. |

## 8. Engage Media

### Application

Conduct outreach to media sources and venues.

**To perform this application, the Prevention Specialist needs to have the following**

| Knowledge | Skills |
|---|---|
| Understand principles and strategies for working with traditional and emerging media and public relations. | Develop media relations and public relations skills. |

| 9.  Conduct Evaluation | |
|---|---|
| **Application** | |
| Implement ongoing outcome and process evaluation regarding messaging and methods. | |
| ***To perform this application, the Prevention Specialist needs to have the following*** | |
| **Knowledge** | **Skills** |
| Understand how messages and strategies support what is desired with identified audiences. | Incorporate established and innovative marketing strategies. |

# RESOURCES for Professional Competencies

## PREVENTION SCIENCE RESOURCES

**Primary Resources:**

National Cancer Institute. (2005). *Theory at a glance: A guide for health promotion Practice* (2nd ed.). Washington, D.C. : National Institutes of Health, U.S. Department of Health and Human Services  https://cancercontrol.cancer.gov/publications-data

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## DRUG AND ALCOHOL RESOURCES

**Primary Resources:**

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National Institute on Alcohol Abuse and Alcoholism *Alcohol calculators* https://www.collegedrinkingprevention.gov/SpecialFeatures/Calculators/Default.aspx

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## STRATEGIC PLANNING RESOURCES

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## NEEDS ASSESSMENT, EVALUATION AND RESEARCH RESOURCES

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## PROGRAM MANAGEMENT RESOURCES

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## POLICY AND ENVIRONMENTAL RESOURCES

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## LEADERSHIP RESOURCES

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National Highway Traffic Safety Administration. (2019). *Alcohol-impaired driving.*
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National Institute on Alcohol Abuse and Alcoholism. (2020). *College alcohol policies.*
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# COMMUNICATION AND ADVOCACY RESOURCES

**Primary Resources:**

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Substance Abuse and Mental Health Services Administration. (2019). *Communicating in a crisis: Risk communication guidelines for public officials.* https://store.samhsa.gov/product/communicating-crisis-risk-communication-guidelines-public-officials/pep19-01-01-005

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American Council on Education (2016). *Communicating the value of competencies* https://www.acenet.edu/pages/default.aspx

Centers for Disease Control and Prevention (2019) *CDC Clear Communication Index: A tool for developing and assessing CDC public communication products.* https://www.cdc.gov/ccindex/

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National Cancer Institute - Office of Communications and Education. (2011) *Making data talk: A workbook* U.S. Department of Health and Human Services, National Institutes of Health. Publication ID: 33711 https://www.cancer.gov/publications/health-communication

Substance Abuse and Mental Health Services Administration. (2019). *Parent-focused national media campaign backgrounder.* https://store.samhsa.gov/product/talk-they-hear-you-campaign-backgrounder/PEP18-TTHY-BACKGRD

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*Talk. They hear you. Community engagement resources: Media toolkit* (PEP20-03-01-067 https://store.samhsa.gov/product/tthy-community-engagement-resources-media-toolkit/PEP20-03-01-067?referer=from_search_result

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# **<u>Federal Agencies</u>**

</div>

**Centers for Disease Control and Prevention**
- https://www.cdc.gov/
- Clear Communication Index   https://www.cdc.gov/ccindex/
- Drug Overdose  https://www.cdc.gov/drugoverdose/index.html
- Guide to Community Preventive Services https://www.thecommunityguide.org/
- Tobacco Information and Prevention  https://www.cdc.gov/tobacco/

**Drug Enforcement Administration**
- www.dea.gov
- Campus Drug Prevention  https://www.campusdrugprevention.gov/
- Drug Information https://www.dea.gov/drug-information
- Education and Prevention https://www.dea.gov/what-we-do/education-and-prevention
- High Intensity drug Trafficking Areas Program https://www.dea.gov/operations/hidta

**Interagency Coordinating Committee on the Prevention of Underage Drinking**
- https://www.stopalcoholabuse.gov/

**National Highway Traffic Safety Administration**
- https://www.nhtsa.gov/risky-driving/drunk-driving

**National Institute on Alcohol Abuse and Alcoholism**
- https://www.niaaa.nih.gov/
- College Drinking: Changing the Culture https://www.collegedrinkingprevention.gov/
- Alcohol Policy Information System https://alcoholpolicy.niaaa.nih.gov/
- Alcohol Treatment Navigator https://alcoholtreatment.niaaa.nih.gov/

**National Institute on Drug Abuse**
- https://nida.nih.gov/
- Monitoring the Future http://monitoringthefuture.org/
- College-Age & Young Adults https://nida.nih.gov/research-topics/college-age-young-adults
- Commonly Use Drugs Charts https://nida.nih.gov/research-topics/commonly-used-drugs-charts

**Office of National Drug Control Policy**
- https://www.whitehouse.gov/ondcp/

**Substance Abuse and Mental Health Services Administration**
- https://www.samhsa.gov/
- Center for Substance Abuse Prevention  https://www.samhsa.gov/about-us/who-we-are/offices-centers/csap
- Center for Substance Abuse Treatment  https://www.samhsa.gov/about-us/who-we-are/offices-centers/csat
- Center for Mental Health Services  https://www.samhsa.gov/about-us/who-we-are/offices-centers/cmhs
- Center for Behavioral Health Statistics and Quality https://www.samhsa.gov/about-us/who-we-are/offices-centers/cbhsq
- Evidence-based Practices Resource Center https://www.samhsa.gov/resource-search/ebp
- Knowledge Application Program  https://www.samhsa.gov/kap
- Prevention Technology Transfer Center Network  https://pttcnetwork.org/
- Addiction Technology Transfer Center Network  https://attcnetwork.org/
- Mental Health Technology Transfer Center Network https://mhttcnetwork.org/

**U.S. Department of Education**
- https://www.ed.gov/
- National Center on Safe Supportive Learning Environments https://safesupportivelearning.ed.gov/training-technical-assistance/education-level/higher-education
- National Center for Education Statistics http://nces.ed.gov/
- Office of Postsecondary Education (OPE) http://www2.ed.gov/about/offices/list/ope/index.html

## National Organizations and Resources

- Alcoholics Anonymous  https://www.aa.org/
- American College Health Association – National College Health Assessment  https://www.acha.org/NCHA
- American Council on Education   https://www.acenet.edu/pages/default.aspx
- Association of Recovery in Higher Education. (2020).  https://collegiaterecovery.org
- Center for Communities that Care   https://www.communitiesthatcare.net/
- Center for Substance Abuse Research   https://cesar.umd.edu/
- Center of Alcohol Studies   https://alcoholstudies.rutgers.edu/
- Clery Center  https://www.clerycenter.org/
- Coalition of Higher Education Associations for Substance Abuse Prevention (CoHEASAP)  coheasap.org
- Community Anti-Drug Coalitions of America  https://www.cadca.org/resources
- Core Institute  https://core.siu.edu/
- Council for the Advancement of Standards in Higher Education  http://www.cas.edu/standards
- Foundation for Advancing Alcohol Responsibility  https://www.responsibility.org/
- Gordie Center   https://gordie.studenthealth.virginia.edu/
- Grayken Center for Addiction at Boston Medical Center  https://www.bu.edu/aodhealth/
- Healthy Minds Network  https://healthymindsnetwork.org/
- Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery  https://hecaod.osu.edu/
- Illinois Higher Education Center  https://www.eiu.edu/ihec/
- Jed Foundation  https://jedfoundation.org/
- Mothers Against Drunk Driving https://www.madd.org
- Narcotics Anonymous https://na.org/
- NASPA   https://naspa.org/division/alcohol-and-other-drug
- National Alcohol Beverage Control Association   https://www.nabca.org/
- National Association of Lesbian and Gay Alcoholism Professionals.  http://www.nalgap.org.
- National Association of State Alcohol and Drug Abuse Directors  https://nasadad.org/
- National Collegiate Athletic Association https://www.ncaa.org/
- National Prevention Network (NPN)   https://nasadad.org/npn-4/
- National Resource Center for The First-Year Experience and Students in Transition  https://sc.edu/about/offices_and_divisions/national_resource_center/index.php

- Okanagan Charter  https://wellbeing.ubc.ca/okanagan-charter
- Partnership to End Addiction  https://drugfree.org/about-us/
- Prevention Institute https://preventioninstitute.org   .
- Prevention Research Center https://prev.org/
- Society for Public Health Education: www.coalitionswork.com
- Society for Prevention Research https://www.preventionresearch.org/
- Substance Abuse Librarians and Information Specialists  https://salis.org/
- TEAM Coalition. https://teamcoalition.org/about/about-team-history

## News and Information Resources and Listservs

- Addiction Technology Transfer Center Network
  https://www.acenet.edu/pages/default.aspx
- Alcohol Law Review    https://www.alcohollawreview.com/
- American Academy of Pediatrics news Room
  https://www.aap.org/en/news-room/
- American College Health Association -  ACHA Connect
  http://community.acha.org/home
- American Council on Education  -  ACE Net
  https://www.acenet.edu/pages/default.aspx
- American Public Health Association    https://apha.org/
- American Public Health Association's Alcohol, Tobacco and Other Drugs Section
  https://apha.org/APHA-Communities/Member-Sections/Alcohol-Tobacco-and-Other-Drugs
- Campus Drug Prevention
  https://www.campusdrugprevention.gov/#subscription_updates
- Centers for Disease Control and Prevention
  https://tools.cdc.gov/campaignproxyservice/subscriptions.aspx?
- Centers for Disease Control and Prevention Alcohol Program
  https://www.cdc.gov/alcohol/index.htm
- Grayken Center for Addiction at Boston Medical Center - aodhealth-list
  https://www.bu.edu/aodhealth/free-subscriptions/
- Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery - U Report   https://hecaod.osu.edu/news-research/ureport/
- Illinois Higher Education Center  https://www.eiu.edu/ihec/Listservs.php
- Mothers Against Drug Driving Online News  https://madd.org/get-connected/
- National Center on Safe Supportive Learning Environments  -  Higher Education e-Digest   https://safesupportivelearning.ed.gov/webform/sign-higher-education-e-digest
- National Institute on Alcohol Abuse and Alcoholism News & Events
  https://www.niaaa.nih.gov/news-events
- National Institute on Drug Abuse News & Events
  https://nida.nih.gov/news-events
- Office of Juvenial Justice and Delinquency Prevention  News  & Events
  https://ojjdp.ojp.gov/news
- Partnership to End Addiction  -  Partnership News Service
  https://drugfree.org/article/partnership-news-service-disclaimer/

- Substance Abuse and Mental Health Services Administration  -  eNetwork https://www.samhsa.gov/
- U.S. Department of Education https://www.ed.gov/subscriptions
- World Health Organization  https://www.who.int/

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National Collegiate Athletic Association.  *Student-athlete well-being study*  (2022) https://www.ncaa.org/news/2022/5/24/media-center-mental-health-issues-remain-on-minds-of-student-athletes.aspx

National Collegiate Athletic Association. (2018). *NCAA national study on substance use habits of college student-athletes.* https://www.ncaa.org/sports/2013/11/20/ncaa-student-athlete-substance-use-study.aspx

National Institute on Alcohol Abuse and Alcoholism. (2020). *Consequences.* https://www.collegedrinkingprevention.gov/Statistics/consequences.aspx

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Schulenberg, J. E., Patrick, M. E., Johnston, L. D., O'Malley, P. M., Bachman, J. G., & Miech, R. A. (2021) *Monitoring the Future national survey results on drug use, 1975-2020*: Volume II, college students and adults ages 19-60. Ann Arbor: Institute for Social Research, The University of Michigan, 508 pp. http://monitoringthefuture.org/pubs.html

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Substance Abuse and Mental Health Service Administration. *2019 national survey on drug use and health*. Table 6.21B – Types of Illicit Drug, Tobacco Product, and Alcohol Use in Past Month among Persons Aged 18 to 22, by College Enrollment Status and Gender: Percentages, 2018 and 2019. https://www.samhsa.gov/data/sites/default/files/reports/rpt29394/NSDUHDetailedTabs2019/NSDUHDetTabsSect6pe2019.htm#tab6-21b