Alternative Programming: An Exploration of Aztec Nights

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Higher Education Center
for Alcohol and Drug Misuse Prevention and Recovery

Powered by: The Ohio State University

Types of Programs
- Big Dance
- Carnival
- Movie Nights
- Activities
- Live Shows

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**Functional Approach**

- **Block**: create barriers between object and target
- **Deflect**: redirect the inertia of object away from the target (can also be thought of as adding a new attractor)
- **Repel**: counter or remove the attractive force of the target

**Unified Theory of Prevention: Physics of Prevention**

**Comprehensive Strategy**

- **Motivation Focus**
- **Enforcement and Access**
- **Behavioral Alternatives**
- **Community Action**
- **Research**

**Tiers and Functions**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. <strong>Enforcement</strong></td>
<td>1. Interventions to reduce availability or access to risk factors 2. Implement policies and regulations 3. Increase enforcement of laws and regulations</td>
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<td>2. <strong>Motivation</strong></td>
<td>1. Provide education and information 2. Promote healthy behaviors 3. Increase awareness of risks and consequences</td>
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<td>3. <strong>Access</strong></td>
<td>1. Facilitate access to health care and support services 2. Provide resources and assistance 3. Enhance community support and engagement</td>
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<td>4. <strong>Behavioral Change</strong></td>
<td>1. Encourage healthy behaviors and lifestyles 2. Promote social and environmental changes 3. Address economic and social determinants of health</td>
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Environmental Considerations

- Three main environmental risk factors
  - Lack of responsible adult supervision
  - Facilitative social environment
  - Readily accessible alcohol/drugs
- Off campus living and social events...
  - Ripe with these factors
  - Have fewer points for intervention
  - Feeds identity/engagement differences
- So bring them back to campus

Development of Identity

- First weeks of fall term is a very high risk time for new students
- Some evidence that up through 5th week is critical for student identity development
- Student success predictors:
  - Engagement
  - Lower AOD involvement
  - On-campus living

Campus Identity and Living Arrangements
Two-way Interaction between Identification with Greek Members and Perceptions of Greek Members' Approval of Drinking


Quinnan (2013). Fall 2013 Aztec Nights Summary Evaluation.
Some Success Indicators

How did we do it?

- Collaboration: Student Affairs, Associated Students and Business and Financial Affairs
- Student Life and Leadership
- Associated Students
- New Student and Parent Programs
- Residential Education Office
- Health Promotion
- Support from the highest administration levels
- Priority to change the campus culture

Planning process and execution

- Coordinating with other AOD policy and programs
- Planning is ongoing:
  - Aztec Nights Management Team
  - Programs from various departments report to the team
  - Many moving parts. Various activities on campus may conflict.
  - Keeping an eye on costs
  - Event planning teams from various departments. All involve students.
Challenges
• Do we kick out those who have been drinking?
• Noise, lights and neighbors
• Costs, guests and admission charges
• Attendance: Keeping the attendance up and tracking it.
• Keeping the focus on late nights, taking over the social calendar, and FUN!

Other questions and issues
• Embedding health education?
• Timing with conflicting activities
• Can small-scale programs work?
• Non-party programming