Alcohol and Hazing: Examining the Intersections and Considering Implications for Campus Prevention

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Asking Questions

The audio is by default through your computer's speakers. If you would like to call in, click "Audio Setting." Q&A: Your questions will be submitted to the staff and answered at the end of the webinar. Any questions we do not address during the webinar will be shared via email along with the recording of the webinar.

Membership

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Learning Objectives

▪ Participants will be able to define hazing and identify its three key components.
▪ Participants will gain familiarity with research findings related to hazing and college students.
▪ Participants will gain familiarity with research related to campus hazing prevention.
▪ Participants will be able to describe the Hazing Prevention Framework (HPF).
▪ Participants will be able to describe how they can help support campus hazing prevention.

Agenda

▪ Research Highlights
▪ Hazing & Alcohol Misuse
▪ Prevention Science
▪ Research-Informed Resources
▪ Recommendations

Our Presenters

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Defining Hazing

"Hazing is any activity expected of someone seeking membership in a group that humiliates, degrades, abuses, or endangers them regardless of a person’s willingness to participate" (Hoover, 1999).

- 3 components
  - Group context
  - Harm
  - "...regardless of a person’s willingness to participate"

How Common is Hazing?

More than half of college students involved in clubs, teams, and organizations experienced hazing. (Allan & Madden, 2008)
Research Highlights

Explaining the Gap:

A gap exists between student experiences of hazing and their willingness to label it as such.

(Allan & Madden, 2008)

Narrow definition of hazing:

▪ Emphasis on physical harm
▪ Minimization of emotional harm
▪ Emphasis on physical force
▪ Rationalization based on perceived purpose of hazing
▪ Denial, minimization, and normalization
“While hazing is a major societal problem and alcohol abuse is another... these two separate problems become even more troublesome when they are intimately linked” (Nuwer, 2001, p. 70).

“Commonly, drinking games and forced or coerced consumption are involved in initiation activities. Mixing impulsive, risk-taking behavior with excessive alcohol consumption is a formula for dangerous, out-of-control situations” (Hollmann, 2002, p. 13).

- Finkel (2002) documented the role of alcohol and binge drinking in many hazing behaviors resulting in emergency room visits.
- 90% of hazing deaths involved extreme alcohol consumption (Rutledge, 1998).
- “85% of hazing-related deaths were due to accidents, for which alcohol intoxication was frequently the cause or a significant factor of the fatality” (Srabstein, 2008, pp. 236-237).
Student Experiences with Hazing and Alcohol Misuse

- Alcohol consumption is a common hazing practice across student groups, with high percentages of students experiencing alcohol-related hazing (Allan & Madden, 2012; Campo, Pouliu, & Sipple, 2005; Hoover, 1999; Owen, Burke, & Vicheskey, 2008).
- Some students are experiencing alcohol-related hazing in high school and sooner (Allan & Madden, 2009; Garshel et al., 2003; Hoover & Pollard, 2000).

Student Experiences with Hazing and Alcohol Misuse

- Rospenda, Richman, Woff, and Burke (2013) examined the relationship between school bullying, work bullying, and changes in alcohol consumption/alcohol problems for college students.
- Bullying at school consistently predicted alcohol consumption and problematic drinking, after controlling for variables.
- Hoover (1999): More than half of varsity athletes were involved in alcohol-related initiation activities. 12% considered these activities to be hazing.

Identifying Alcohol-Related Hazing

- Forced consumption of alcohol was generally considered hazing across all types of student groups (GLOs, ROTC, Athletes, Band) (Ellsworth, 2006; Owen et al., 2008; Sutton et al., 2000).
- Massey and Massey (2017) found students did not perceive alcohol consumption to be hazing unless forced.
Prevention Science

- What Works in Prevention
- Ecological Framework
- Strategic Prevention Framework (SPF)
- Hazing Prevention Consortium
- Hazing Prevention Framework (HPF)

What Works in Prevention

- Comprehensive
- Varied teaching methods
- Sufficient dosage
- Theory driven
- Positive relationships
- Appropriately timed
- Socioculturally relevant
- Outcome evaluation
- Well-trained staff

(Nation et al., 2003)

Questions

- Does your campus have hazing prevention efforts?
- If so, are you involved in them?
Hazing Prevention Framework (HPF)

(Allan, Payne, & Kerschner, 2018)

Research-Informed Resources

- Hazing Prevention Toolkit
- Hazing Prevention Framework
- Hazing Prevention Rubric
- We Don't Haze
- Intervene
- Hazing Red Flags

Hazing Prevention Toolkit
Hazing Prevention Toolkit

CAPACITY
Development of human and structural resources needed to effectively implement comprehensive, campus-wide hazing prevention in a college or university setting.

ASSESSMENT
Use of multiple methods and sources to measure and characterize campus hazing within a given context.

CULTURAL COMPETENCE
Understanding sociopolitical and other identity-based characteristics of students and student organizations, groups, and teams, and of the institutions and societal contexts in which they are situated.

Capacity is about structures to create knowledge and skills that support a culture of engagement in hazing prevention. Opportunities to learn about hazing and hazing prevention, and designated staff and time devoted to prevention give key stakeholders the knowledge and skills needed to promote a campus-wide learning environment that is free from hazing.

Assessment is about evidence-based prevention in context. Collection and dissemination of appropriate information and data allow evidence-based prevention to promote understanding and visibility of the issues involved in prevention. Context-specific prevention goals and strategies need to be developed and implemented, and permit a culture of accountability and engagement for hazing prevention.

Cultural competence is about understanding and interpreting, accurately and meaningfully, differences that individuals and organizations have in understanding, developing, using, managing, supporting, and learning from experiences of diversity. Understanding of identity-based variables that influence hazing behavior and the context in which hazing occurs informs the prevention and management of hazing and promotes ethical leadership.
Hazing Prevention Rubric - Commitment

Hazing Prevention Rubric - Implementation

We Don’t Haze

Research-Informed Resources
Intervene Research-Informed Resources

http://www.cornell.edu/video/intervene

Question

- Do you currently include hazing prevention as part of bystander intervention training?

Hazing Red Flags

“Red flags” that may indicate that a person has experienced hazing:

- Changes in behavior and communication that may correspond with the timing of a person becoming involved with an organization.
- Disrupted patterns of activity, including changes in grades, becoming difficult to reach or communicating with others, or regular changes in a person’s appearance.
- Describes activities that would meet the definition of hazing, but refers to them as “traditions” or “initiations.”
- Describes activities as being “good” or “humorous,” even though they are harmful.
- Describes activities that are harmful, but refers to them as “fun” or “good.”
- Describes activities as being “normal” or “expected.”
- Unusual photos posted in Facebook.
- Friends, roommates, organizational/staff, or parents/caregivers express concerns about change in behavior.
- Symptoms of depression.

Research-Informed Resources
Hazing Red Flags

“Red flags” that may indicate hazing in organizations or institutions

- Recent official reports and conduct cases on hazing
- Unofficial reports and social media about hazing
- Lack of any acceptable leadership statement on hazing and its prevention
- Lack of clear, accessible information on hazing (e.g., organization is not communicating openly and informing community members about hazing investigations and incidents)
- Limited organizational transparency regarding hazing incidents (e.g., organization is not communicating openly and informing community members about hazing investigations and incidents)
- Limited or no information on hazing presented to members, students, or alumni (e.g., students, colleagues, parents, local organizations, and schools)
- No training or support for group leaders and leadership

Recommendations

- Students
- Colleagues
- Alumni
- Parents / Guardians
- Advisors

Students

- Ask probing questions that might surface information about hazing
- Make resources about hazing and its prevention available for advising and counseling meetings
- Build bystander intervention skills to include hazing
- Include hazing prevention in peer education training
Colleagues

▪ If you’re not yet involved, offer your expertise and support for campus-wide HP efforts
▪ Encourage and support HP professional development within your units and across campus
▪ Collaborate across units to broaden trainings for HP
▪ Find opportunities to ask about HP in meetings and in staff interviews
▪ Help to develop systems - encourage and support documentation/Clery for hazing
▪ Incorporate HP knowledge in job descriptions

Next Steps

Alumni, Guardians, and Families

▪ Build relationships and engage stakeholders in learning about intersections of hazing and alcohol misuse
▪ Enlist support - how can these stakeholders help?
▪ Offer webinars, newsletters, webpages, and other resources to educate these stakeholder groups
▪ Build bystander intervention skills to include hazing

Next Steps

Advisors to Student Organizations

▪ Needs assessment to determine potential training needs
▪ Build relationships and engage to strengthen support from this group
▪ Assist with designing trainings and resources to include information about alcohol misuse and hazing
Wrap-up

- Defined hazing with three key components
- Reviewed research findings relative to hazing and its prevention
- Described key frameworks and resources for campus HP
- Delineated some concrete action steps for AOD professionals to contribute to campus HP

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Upcoming Webinar

Vaping Their Brains: E-Cigarettes and the College Community
July 8th at 2:00 p.m. ET

Rob Crane, MD
Clinical Professor of Family Medicine
The Ohio State University
Register: https://go.osu.edu/hecvaping

Amanda Swenson Turner
Executive Director
Preventing Tobacco Addiction Foundation
Register: https://go.osu.edu/hecvaping
Upcoming Water Cooler Chat

- Join Us July 7, 2020 at 2:00 p.m. ET
- Topic: Working with Residence Life
- Learn More by visiting our website: hecaod@osu.edu

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