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ARTICLES:

- College High Risk Drinkers: Who Matures Out? And Who Persists as Adults? 19-46
Corbin M. Campbell, Doctoral Student & Ada Demb, Associate Professor

ABSTRACT

More than 40% of college drinkers are classified as high risk, and of these about 20% will continue this behavior into adulthood. This exploratory study compared the characteristics of high risk college drinkers who matured out with those who remained adult persistent. Respondents (4,428 alumni) completed a survey about college and current drinking habits and personal characteristics. Twenty-six largely behavioral characteristics differed significantly between these populations. Analyses of the adult persistent group found emotional and psychological characteristics distinguished high risk from harmful and dependent drinkers. The study provides the basis for college student affairs and health professionals to consider programming suitable to these distinct groups: college drinkers likely to mature out as adults and those likely to continue as adult persistent high risk drinkers.

Keywords: college drinking, student drinking, high risk drinking, time limited, adult persistent, matured out, alcohol consumption, drinking trajectory, higher education.

- Voluntary, Randomized, Student Drug-Testing: Impact in a Rural, Low-Income, Community 47-66
Kyle D. Barrington, Ph.D.

ABSTRACT

Illegal drug use and abuse by the nation's secondary school students is a continuing public health issue and this is especially true for students living in rural, low-income areas where access to intervention and treatment services is often limited. To address this issue, some school districts have implemented voluntary, randomized, student drug-testing (VRSdT) programs. The quantitative findings of this quasi-experimental study revealed that VRSdT had no significant impact on students' self-reported rates of illegal drug use. However, the study's qualitative results indicated that a VRSdT program may be more than just a primary prevention program. Because of this, school administrators interviewed during this study indicated they felt VRSdT of students was still worth the costs and efforts to implement.

- Drinking Behaviors, Expectancies and Perceived Social Norms Among Diverse College Women 67-79
Gina Piane, DrPH, CHES & Alan Safer, Ph.D.

ABSTRACT

Drinking behaviors, positive expectancies regarding alcohol, and perceptions of social norms regarding drinking on campus of female college students were compared to the responses of the men. The survey responses of 935 university students attending a large, ethnically diverse, public university were analyzed by gender and ethnicity. Females reported fewer occasions of heavy drinking and fewer drinks per occasion. Females also reported lower perceptions of drinking norms among their friends and lower levels of positive expectancies regarding alcohol than their male counterparts. However, Caucasian women reported heavy drinking as often as the Caucasian males. Since the health risks of drinking are significant for college women, programs should seek to lower perception of social norms and positive expectancies regarding alcohol especially among Caucasian female students.

Keywords: Alcohol, college students, gender, ethnicity

ABSTRACT

RESEARCH AIM:

This research aimed to provide an anecdotal perception of student substance use according to the teachers' personal experience in the Irish secondary level educational setting.

METHODOLOGY:

Sampling

Interviews were conducted with teachers (n=95) at 10 randomly selected schools in County Carlow in the South East of Ireland, as part of a doctoral research programme assessing youth substance use in the South Eastern Region. The school type included vocational, secondary in disadvantaged area, secondary in non-disadvantaged area, youth training centre, private school and both mixed/single sex schools. A letter from the researcher and a follow up phone call to each research site initiated contact with the school principal and explained briefly the nature and purpose of the research. Teachers from all grades were randomly sampled at each school after informed consent was gained.

Research Design

The research emphasis was to access the views, perspectives and concerns of teachers and their experience of substance use and its impact in the classroom. Ethical approval of the interview basis was granted by the Ethics and Research Sub Group of Waterford Institute of Technology. The interview schema was piloted on a small sample of teachers in another region not partaking in this study. The interview contained questions regarding experience of substance abuse within the school setting, knowledge and recognition of substance use in students, awareness of school drug and alcohol policy, attitude toward substance misuse and drug education, awareness of drug availability in the area and knowledge of drug related services in their area. All interviews were coded to ensure confidentiality and participants gave permission for audio recording. The interviews took place in open plan areas and in the presence of an independent colleague. All interviews were transcribed. The themes analysis of interviews reported on the issues surrounding student substance use that arose for teachers, but also aimed to identify areas of similar and contrasting opinions. As such themes arose, the interviewee was encouraged to expand in a: "lengthy conversation piece" (Simons, 1982, p. 37).

Data Analysis

Zemke and Kramlinger's (1985) thematic analysis procedures were adopted and consisted of generating "a list of key ideas, words, phrases, and verbatim quotes; using ideas to formulate categories and placing ideas and quotes in appropriate categories; and examining the contents of each category for subtopics and selecting the most frequent and most useful illustrations for the various categories" (Anderson, 2003).

CONCLUSION:

It was reported that the drug education in schools was "haphazard, dissimilar and rather hit and miss" with not every class receiving drug education, others as part of religious education and Social Personal Health Education and the remainder being visited by the local drug education officer, a former addict or juvenile liaison officer. Teachers highlighted the need for information and teacher specific training in order to recognize the warning signs of adolescent problematic substance use, as many felt this social problem was impacting on their classroom and the academic performance of some students. Some teachers also reported not feeling comfortable with the delivery of drug educational material within their class time due to lack of appropriate training and lack of available time in their curriculum, in addition to feeling that this was not compatible with their role as educator.

KEY WORDS: Teachers-Drug Education-School