

JOURNAL OF ALCOHOL and DRUG EDUCATION

Volume 55, No. 1, April 2011

ARTICLES:

Prevention of Fetal Alcohol Spectrum Disorders: Educational Needs in Academia.....15-37

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ABSTRACT

As many as 4.5 live births per 1000 are affected by fetal alcohol spectrum disorders (FASDs), preventable birth defects with lifelong consequences. Prevention of FASDs is gaining in importance, and recruitment of diverse disciplines in delivering prevention to women of childbearing age is essential. This needs assessment explored to what extent FASD education has been embraced by academic programs and incorporated into curricula. Results (based on 45 programs) suggest that directors are open to FASD education for trainees but with few resources to support it within their own programs. Misunderstandings about their own disciplines' roles vis-à-vis FASD prevention may limit their commitment to incorporating FASD requirements into their programs. Entities interested in facilitating FASD prevention need to be prepared to educate directors about their disciplines' roles in FASD prevention and to make resources available that are neither cost- nor time-intensive. Online resources are clearinghouses of guest lecturers prepared to deliver a variety of contents and methods appear particularly likely to bear fruit.

Keywords: *fetal alcohol syndrome, fetal alcohol spectrum disorders, alcohol abuse, alcohol dependence*

Resonant Messages to Prevent Prescription Drug Misuse by Teens.....38-52

Eric C. Twombly, Kristen D. Holtz & Christine B. Agnew

ABSTRACT

Prescription drug misuse is a major health problem, particularly among teens. A key step in curbing misuse is the development of effective prescription drug prevention messages. This paper explores the elements of prescription drug misuse prevention messages that resonate with teens using data from focus groups with seventh and eighth grade students. In contrast to some previous research, students reported that messages with positive alternatives and refusal skills had little resonance, but scare tactic messages about prescription drug misuse resonated strongly. The data also suggest a substantial difference in message resonance between seventh and eighth grade students. Overall, the findings suggest the need to craft and target different types of messages for prescription drug misuse prevention to targeted teen audiences.

A Comparison of Actual and Perceived Problem Drinking Among Driving While Intoxicated (DWI) Offenders.....53-69

Adam E. Barry, PhD & Maurice Dennis, PhD

ABSTRACT

Problem drinkers account for a large proportion of those convicted of driving while intoxicated (DWI). Nevertheless, specific rates of problem drinking among DWI offenders have been shown to exhibit wide variability. Therefore, we seek to (a) present the rate and severity of problem drinking among a sample of DWI offenders, (b) contrast offender-perceived proportion of problem drinking against two separate indicators of problem drinking, and (c) determine demographic characteristics affecting the likelihood an offender would self-identify as a problem drinker. The sample consisted of DWI offenders (n=199) participating in a court-mandated education program. Results highlight a significant discrepancy between DWI offenders' perceptions of their drinking problems, compared to other, more objective measures. The objective measures revealed that offenders were much more likely to be problem drinkers than shown by self-ratings. These stark differences highlight potential focus/refinement areas for DWI rehabilitative programs.

Keywords: *DWI, Offenders, Drinking Problem, Intoxicated Driving*

Prevalence and Pedagogy: Understanding Substance Abuse in Schools.....70-92
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ABSTRACT

This case study examines not only the prevalence of substance abuse in one rural, Canadian high school, but also how teachers understand teaching and learning in relation to substance abuse. Over one third of students reported that they had used marijuana (37%) and alcohol (38%) in the last seven days, a rate considerably higher than typical Canadian averages. Pedagogical implications were informed by three main themes that emerged from staff interviews. Several teachers normalized substance abuse in adolescence, others coped silently “under the radar,” and a few called for specialized support from other human services. Further, in-school approaches require that the entire staff be involved to enhance awareness of substance abuse, interprofessional collaboration, and a sense of interdependence.