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M. Dolores Cimini, Ph.D. and Estela M. Rivero, Ph.D.
 University Counseling Center
 University at Albany, State University of New York

NYSCHA-NECHA Annual Conference
 Wednesday, October 19, 2011
 The Saratoga Hilton – Saratoga Springs, NY

Integrating Targeted Screening & Brief Intervention Strategies into a Comprehensive Alcohol Abuse Prevention Program



UNIVERSITY COUNSELING CENTER
 University at Albany State University of New York

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What Does the Research Say?

- Up to ninety percent of college students drink alcohol
- Twenty-five to fifty percent are "heavy" episodic or "binge" drinkers
- Students who abuse alcohol are at high risk for a number of negative consequences

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Learning Objectives

The attendees should be able to:

- Describe four appropriate tools and procedures for screening college students for heavy and high-risk alcohol use.
- Describe three methods for recruiting students to participate in brief motivational interventions.
- Describe four appropriate evaluation tools and strategies to determine program effectiveness in reducing heavy, high risk drinking and related negative consequences.
- Identify four potential resources to sustain/institutionalize screening and brief motivational interventions on workshop attendees' campuses.

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What Does the Research Say?

Students who engage in heavy drinking are at risk for a host of negative alcohol-related consequences...

- Each year, among college students, alcohol use contributes to:
 - 1,400 deaths (up to 1700)
 - 500,000 unintentional injuries
 - 600,000 assaults
 - 70,000 sexual assaults, acquaintance rapes

Source: *NIAAA Report on College Drinking, April 2002*

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What the Research Says: The Scope of the Problem



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What Does the Research Say?

- Percentage of students who reported specific problems over the past year as a result of their alcohol use (Wechsler et al., 2002)
 - Got into trouble with the authorities: 7%
 - Got hurt or injured: 13%
 - Forgot what you did: 27%
 - Done something later regretted: 38%
- Numbers rise for those students who report frequent "binge" drinking

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Alcohol and Drug Use Disorders

- Past year prevalence:
 - Alcohol abuse: 12.5%
 - Alcohol dependence: 8.1%
 - Any drug abuse: 2.3%
 - Any drug dependence: 5.6%
- Only 3.9% of full-time college students with an alcohol use disorder received any alcohol services in the past year
- Only 2.4% of those who screen positive and did not receive services perceived a need for services

Wu, et al., (2007)



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Health and Mental Health

- Factors affecting academic performance as identified by students (ACHA, 2011):
 - 24.7% Stress
 - 17.8% Sleep difficulties
 - 16.5% Anxiety
 - 13.8% Cold/Flu/Sore throat
 - 11.6% Internet use/computer games
 - 11.5% Work
 - 10.1% Concern for a troubled friend/family member
 - 10.0% Depression
- Consider ways in which alcohol could contribute to, exacerbate, or cause problems in each of the above factors

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Substance Use Data from Monitoring the Future (2009)

- Any illicit drug
 - 35% report past year use
 - Marijuana
 - 32% report past year use
- Any illicit drug other than marijuana
 - 15% report past year use
 - 6.7% Vicodin
 - 6.5% Narcotics other than heroin
 - 5.7% Amphetamines
 - 5.1% Hallucinogens
 - 5.0% Tranquilizers

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Alcohol-Related Consequences

- Within the past 12 months as a consequence of drinking (ACHA, 2011)....
 - 23.3% did something they later regretted
 - 21.3% forgot where they were/what they did
 - 11.6% had unprotected sex
 - 10.9% physically injured themselves
- If the #1 consequence endorsed by students involves regrets, consider impact of feedback/info about how alcohol impacts decision making

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Substance Use Data from Monitoring the Future (2009)


Tobacco vs. Other Drugs

- More students reported past year use of any illicit drug (35%) than did past year use of cigarettes (30%)




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UAlbany SBI Program Goals, Implementation, and Evaluation



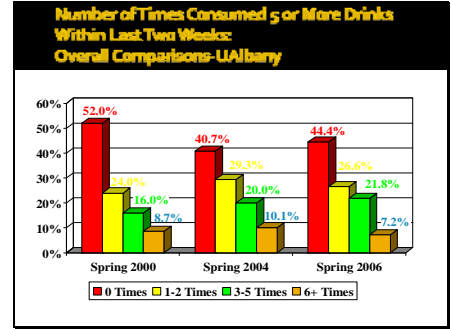
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University at Albany Profile

- University Center within 64-campus SUNY System
- Urban Setting
- Research University
- NCAA Division I
- Students:
 - Undergraduates - 13,457
 - Graduate Students - 5,277
- Faculty: 967
- Employees: 4,197
- Degree Programs:
 - Undergraduate - 61
 - Masters - 89
 - Doctorate - 39




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Profile of Alcohol and Other Drug Use and Related Behaviors Reported by UAlbany Students Prior to Intervention Implementation

Data from
National College Health Assessment,
*American College Health Association
Spring 2000, 2004, & 2006 In-Class Administrations*
and Entering Student Questionnaire (ESQ)
Summer 2006 Administration

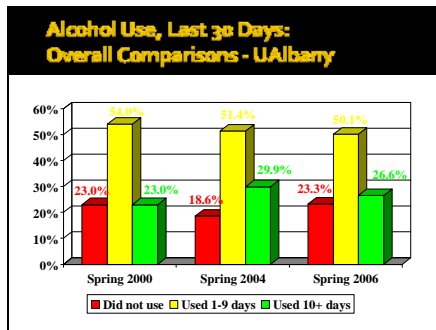


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Negative Consequences: Overall Comparison-UAlbany

| Percent (%) | Spring 2000 | Spring 2004 | Spring 2006 |
|---|-------------|-------------|-------------|
| Being physically injured | 22.0 | 28.2 | 26.3 |
| Physically injured another person | 8.9 | 8.5 | 10.1 |
| Being involved in a fight | 11.0 | 17.2 | 13.9 |
| Doing something later regretted | 45.0 | 49.7 | 44.5 |
| Forgot where they were or what they have done | 40.0 | 43.3 | 43.2 |
| Having someone use force or threat of force to have sex | 3.7 | 2.1 | 0.9 |
| Having unprotected sex | 20.0 | 21.5 | 20.1 |

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Negative Consequences: UAlbany Comparisons With National Sample-Male

| Percent (%) | Nat'l 2004 | Spring 2004 | Nat'l 2006 | Spring 2006 |
|---|------------|-------------|------------|-------------|
| Being physically injured | 20.1 | 30.2 | 19.0 | 28.6 |
| Physically injured another person | 7.8 | 13.2 | 6.4 | 17.0 |
| Being involved in a fight | 10.8 | 23.5 | 9.5 | 19.9 |
| Doing something later regretted | 39.9 | 53.9 | 37.8 | 49.7 |
| Forgot where they were or what they have done | 33.8 | 46.5 | 33.2 | 50.0 |
| Having someone use force or threat of force to have sex | 0.9 | 1.2 | 0.6 | 0.0 |
| Having unprotected sex | 17.7 | 26.7 | 15.7 | 22.2 |

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**Negative Consequences:
UAlbany Comparisons With National Sample- Female**

| Percent (%) | Nat'l 2004 | Spring 2004 | Nat'l 2006 | Spring 2006 |
|---|---------------|----------------|---------------|----------------|
| Being physically injured | 17.9 | 28.8 | 17.6 | 24.3 |
| Physically injured another person | 2.8 | 5.2 | 2.6 | 5.5 |
| Being involved in a fight | 4.2 | 12.9 | 3.9 | 10.2 |
| Doing something later regretted | 36.4 | 47.6 | 34.2 | 43.0 |
| Forgot where they were or what they have done | 28.7 | 41.7 | 27.7 | 39.0 |
| Having someone use force or threat of force to have sex | 2.0 | 2.9 | 1.6 | 1.7 |
| Having unprotected sex | 14.2 | 17.7 | 12.5 | 19.4 |

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Data on Cigarette Use

- Of our 13,000 undergraduate students
 - 5,593 (43%) have used cigarettes
 - 3,640 (28%) currently use (30 day period)
 - Up from 24% last year
 - 780 (6%) use daily

Source: National College Health Assessment Spring survey of students, representative sample of 199 UAlbany students. Conducted by the University Counseling Center.

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**Driving After Consuming
5 or More Alcoholic Drinks**

| UAlbany Spring 2000 | Nat'l 2004 | UAlbany Spring 2004 | Nat'l 2006 | UAlbany Spring 2006 | UAlbany SPC 2006 |
|---------------------------|---------------|---------------------------|---------------|---------------------------|------------------------|
| 6.5 | 6.4 | 7.4 | 4.5 | 6.9 | 4.5 |

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**Selecting Our
Interventions:**

**The NIAAA Report
on College Drinking**

April 2002

<http://www.collegedrinkingprevention.gov/>

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**Relationship Between Alcohol Abuse and
Reported Health Concerns**

UAlbany NCHA data tell us that students who engage in high-risk drinking are also more likely to report the following:

- Broken bones
- Chlamydia
- Genital Warts
- Gonorrhea
- High Cholesterol
- Mononucleosis
- Repetitive Stress Injury
- Strep
- Depression
- Other Substance Abuse

Source: National College Health Assessment, American College Health Association
Coordinated by E. Rivera, M. D. Cimhi, B. Friedenberg, et al.

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The 3-in-1 Framework

- Individuals, Including At-Risk or Alcohol-Dependent Drinkers
- Student Body as a Whole
- College and the Surrounding Community

From: "A Call to Action: Changing the Culture of Drinking at U.S. Colleges," NIAAA Task Force

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NIAAA Recommendations for Classifying Intervention Effectiveness

Tier 1: Evidence of effectiveness among college students

Tier 2: Evidence of success with general populations that could be applied to college environments

Tier 3: Promising: Evidence of logical and theoretical promise, but require more comprehensive evaluation

Tier 4: Ineffective: No Evidence of Effectiveness

From: "A Call to Action: Changing the Culture of Drinking at U.S. Colleges," NIAAA Task Force

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The STEPS Model: Alcohol Abuse Prevention & Early Intervention

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Components of UAlbany Comprehensive AOD Prevention Program

- Presidential Leadership
- Campus AOD Task Force
- Student Involvement/Leadership
- Social Norms Marketing
- Campus-Community Coalitions
- Restricting Alcohol Marketing/Promotion
- Alcohol-Free Options
- Education
- Early Intervention
- Policy Evaluation/Enforcement
- Parental Involvement
- Treatment & Referral
- Research and Program Evaluation

Comprehensive Program

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Target Populations

Project First Steps
University Counseling Center
400 Paterson Creek Blvd., Suite 104
Albany, NY 12242
Phone: 518-442-3090
Fax: 518-442-3096
http://www.albany.edu/counseling_center/

Project Healthy Steps
University Counseling Center
400 Paterson Creek Blvd., Suite 104
Albany, NY 12242
Phone: 518-442-3090
Fax: 518-442-3096
http://www.albany.edu/counseling_center/

PROJECT WINNING STEPS
UNIVERSITY COUNSELING CENTER
400 Paterson Creek Blvd., Suite 104
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Fax: 518-442-3096
www.albany.edu/counseling_center

GREAT DANES!

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Spectrum of Intervention Response: Alcohol Abuse Prevention

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Number of Interventions Completed

| Project | Students Served to Date |
|---|-------------------------|
| SAMHSA-CSAT Campus TCE-SBI Project Project Healthy STEPS | 10,598 |
| U.S. Department of Education Project First STEPS | 5,513 |
| U. S. Department of Education Project Winning STEPS | 378 |
| Total # of Interventions | 16,489 |

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Screening and Follow-Up Assessment Measures:

Survey Instruments for Project Participants

- Alcohol Use Disorders Identification Test (AUDIT)
- GPRA Assessment Tool
- Center for Epidemiological Studies-Depression Scale (CES-D)
- Daily Drinking Questionnaire (DDQ)
- Brief Alcohol Expectancies Questionnaire (BAEQ)
- Drinking Norms Rating Form (DNRF)
- Protective Behaviors Strategies Scale (PBSS)
- Readiness to Change Scale (RTC)
- Rutgers Alcohol Problem Index (RAPI)
- Brief Drinker Profile

Campus-Wide Surveillance Data


- The National College Health Assessment, American College Health Association (NCHA)

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The Stages of Change Model


(Prochaska & DiClemente, 1982, 1984, 1986, 1988)

- Precontemplation
- Contemplation
- Preparation/Determination
- Action
- Maintenance



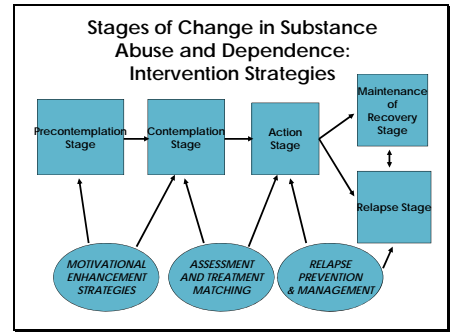
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Brief Alcohol Screening and Intervention for College Students: Feedback Profile



- ✓ Typical Drinking Pattern
- ✓ Blood Alcohol Levels
- ✓ Drinking Norms
- ✓ Biphasic Curve
- ✓ Beliefs about Alcohol Effects
- ✓ Alcohol-Related Problems
- ✓ Calories consumed
- ✓ Financial Costs of Drinking
- ✓ Alcohol Use & Sex
- ✓ Family History
- ✓ Protective Factors
- ✓ Athletic Performance

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Tier 2: Evidence of Effectiveness Among College Students

- Combining cognitive-behavioral skills with norms clarification and motivational enhancement interventions.
- Offering brief motivational enhancement interventions.
- Challenging alcohol expectancies


From: "A Call to Action: Changing the Culture of Drinking at U.S. Colleges," NIAAA Task Force

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Motivational Interviewing

Basic Principles

(Miller and Rollnick, 1991, 2002)



- Express Empathy
- Develop Discrepancy
- Roll with Resistance
- Support Self-Efficacy

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Norms Clarification

- Examines students' perceptions about:
 - Acceptability of excessive drinking behavior
 - Perceptions about the drinking rates of their peers
 - Perception about the drinking prevalence of their peers

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Blood Alcohol Concentration As a Function of Drinks Consumed & Time Taken to Consume

Male 185 lbs.

| No. of drinks | Hours | | | | | | | | | | | |
|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 1 | 0.020 | 0.004 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | |
| 2 | 0.040 | 0.024 | 0.008 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | |
| 3 | 0.060 | 0.044 | 0.028 | 0.012 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | |
| 4 | 0.080 | 0.064 | 0.048 | 0.032 | 0.016 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | |
| 5 | 0.100 | 0.084 | 0.068 | 0.052 | 0.036 | 0.020 | 0.004 | 0.000 | 0.000 | 0.000 | 0.000 | |
| 6 | 0.120 | 0.104 | 0.088 | 0.072 | 0.056 | 0.040 | 0.024 | 0.008 | 0.000 | 0.000 | 0.000 | |
| 7 | 0.140 | 0.124 | 0.108 | 0.092 | 0.076 | 0.060 | 0.044 | 0.028 | 0.012 | 0.000 | 0.000 | |
| 8 | 0.160 | 0.144 | 0.128 | 0.112 | 0.096 | 0.080 | 0.064 | 0.048 | 0.032 | 0.016 | 0.000 | |
| 9 | 0.180 | 0.164 | 0.148 | 0.132 | 0.116 | 0.100 | 0.084 | 0.068 | 0.052 | 0.036 | 0.020 | |
| 10 | 0.200 | 0.184 | 0.168 | 0.152 | 0.136 | 0.120 | 0.104 | 0.088 | 0.072 | 0.056 | 0.040 | |
| 11 | 0.220 | 0.204 | 0.188 | 0.172 | 0.156 | 0.140 | 0.124 | 0.108 | 0.092 | 0.076 | 0.060 | |
| 12 | 0.240 | 0.224 | 0.208 | 0.192 | 0.176 | 0.160 | 0.144 | 0.128 | 0.112 | 0.096 | 0.080 | |

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Cognitive-Behavioral Skills Training

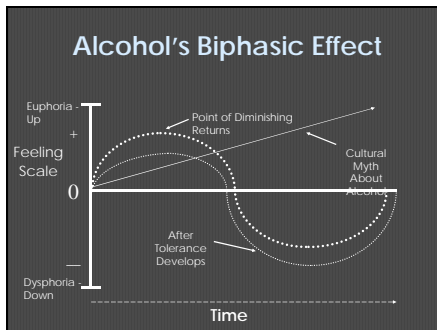
- Moderate drinking skills
- Blood alcohol concentration discrimination
- Altering expectancies about alcohol's effects
- Assertiveness skills (drink refusal)
- Relaxation/Stress Management skills
- Lifestyle balance skills
- "Alcohol specific skills"

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Tips for Reducing Alcohol Use Risk

- Set limits
- Keep track of how much you drink
- Space your drinks
- Alternate alcoholic drinks w/non-alcoholic drinks
- Drink for quality, not quantity
- Avoid drinking games
- If you choose to drink, drink slowly
- Don't leave your drink unattended
- Don't accept a drink when you don't know what's in it

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Negative Consequences

- Academic Failure
- Blackouts
- Hangovers
- Weight Gain
- Tolerance
- Decisions around sex
- Impaired sleep
- Sexual Assault
- Finances
- Family History
- Alcohol-Related Accidents
- Time Spent Intoxicated
- Relationships
- Legal Problems
- Work-Related Problems

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Protective Behaviors

- Use a designated driver.
- Have a friend let you know when you have had enough to drink.
- Leave the bar/party at a predetermined time.
- Make sure that you go home with a friend.
- Know where your drink has been at all times.
- Drink only with close friends.
- Avoid mixing different types of alcohol.
- Drink slowly, rather than gulp or chug.
- Avoid trying to "keep up" or "outdrink" others.
- Put extra ice in your drink.
- Do not go to parties/bars alone.
- Avoid drinks that contain multiple shots of alcohol.
- Avoid drinking when angry, sad, or otherwise upset.
- Eating before/during drinking.
- Determine not to exceed a set number of drinks.
- Alternate alcoholic and non-alcoholic drinks.
- Avoid drinking games.
- Avoid drinking shots of liquor.
- Stop drinking at a predetermined time.
- Drink water while drinking alcohol.

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Highlights of Intervention Successes: Project Healthy STEPS

- 11% reduction in heavy episodic drinking
- 15% reduction in drinks consumed per week
- 9% reduction in peak drinking
- 17% reduction in peak BAC
- 29% correction in perceptions of peers' drinking



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EXPECT

| | | |
|------------|---|------------|
| | Alcohol | No Alcohol |
| GET |  | |
| No Alcohol | | |

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Additional Findings

- Lower perceived norms predicted lower subsequent drinking. ($r = .21, p < .001$)
- Use of more protective behaviors led to lower subsequent drinking. ($r = -.39, p < .001$)

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Project Healthy STEPS: Goals

- Reduce alcohol use (amount and frequency) among students identified as high-risk drinkers through health care screening
- Reduce alcohol-related harms among students identified as high-risk drinkers through health care screening




Funded by the Campus Screening and Brief Intervention Targeted Capacity Expansion Grant, Substance Abuse and Mental Health Services Administration-Center for Substance Abuse Treatment, FY 2009

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Project First STEPS: Goals

- Reduce alcohol use (amount and frequency) among first-year students identified as high-risk drinkers through online screening
- Reduce alcohol-related harms among first-year students identified as high-risk drinkers through online screening




Funded by the Grant Competition To Reduce High-Risk Drinking or Violent Behavior Among College Students, FY 2009

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**Highlights of Intervention Successes:
Project First STEPS**

Web-Delivered BASICS Intervention:

- ✓ 16% reduction in drinks consumed per week
- ✓ 13% reduction in peak drinking rates




Face-to-Face BASICS Intervention:

- ✓ 32% reduction in drinks consumed per week
- ✓ 13% reduction in peak drinking rates

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**Highlights of Intervention Successes:
Project Winning STEPS**

- ✓ Majority of athletes drink less often than average student, BUT...
- ✓ Up to a **50% reduction** in negative consequences among high-risk drinkers completing intervention
- ✓ **79% increase** in use of at least one protective behavior



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Additional Findings

- Changes in perceived norms were associated with changes in actual drinking behavior
($r = .36-.53, p < .000$)
- Higher engagement in protective behavioral strategies associated with a reduction of alcohol consumption
($r = -.26$ to $-.40, p < .02$)

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**Campus-Wide Changes in UAlbany Student Alcohol Use
Spring 2004-Spring 2008**


- **32% increase** in number of abstinent students
- **25% increase** in number of students who abstain from heavy episodic drinking (5+ drinks on one occasion)
- **14% increase** in number of students who drink once a week or less
- **17% reduction** in number of students who think the typical UAlbany student drinks daily

Source: National College Health Assessment, American College Health Association
Spring in-Class Survey Administrations (Stratified Random Sample)

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Project Winning STEPS: Goals

- Reduce alcohol use (amount and frequency) among student-athletes identified as high-risk drinkers through online screening
- Reduce alcohol-related harms among student-athletes identified as high-risk drinkers through online screening
- Educate student-athletes about alcohol's impact on athletic performance



Funded by the Grant Competition To Reduce High-Risk Drinking or Violent Behavior Among College Students, FY 2005

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**Successes, Challenges,
and Sustainability**



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Keys to Successful Implementation

- Buy-in at all university levels
- Clear statements of protocols and procedures
- Consistent implementation of stated procedures with appropriate tracking
- Training and communication with professional and support staff
- Process and outcome evaluation

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President's Advisory Council on Prevention of Alcohol Abuse

- Since 1990, has provided consultation to President's office regarding issues of policy and institution-wide programs and initiatives.
- **Mission:**
 - Advise President's Office on matters pertaining to AOD policy for institution;
 - Assess AOD use behaviors, attitudes and needs of UAlbany students;
 - Advise University community concerning strategies focusing on individuals and groups affected adversely by behavior of high-risk drinker or drug user;
 - Support and assist in institutionalizing AOD abuse prevention education initiatives by ensuring diverse and strong faculty, staff, student, and parent representation on the Council;
 - Assist in and make recommendations regarding procurement of resources and grants

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Key Strategies for Sustainability

- Project Work Group and Steering Committee
- President's Advisory Council on the Prevention of Alcohol Abuse and Related Risk Behaviors
- Annual Reporting and Strategic Planning
- Presentations and Publications
- Consultation With Colleagues
- Media Advocacy
- Addictions Research Center

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Annual Reporting & Strategic Planning

- **Definition:** Cyclical process providing means to identify and resolve critical issues affecting UAlbany quality and effectiveness
 - University-wide process designed to align university goals and strategies
 - Specific performance and outcomes measures used to hold units and university accountable and demonstrate publicly the quality and impact of our programs and services
- Project goals and steps for institutionalization integrated into strategic plans

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Project Work Group and Steering Committee

- **Project Work Group**
 - Meets weekly to monitor ongoing project operation and address issues as they arise
- **Steering Committee**
 - Meets once a semester to review progress toward broader long-term goals and project institutionalization

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Presentations & Publications

- **Professional Presentations To:**
 - American Psychological Association
 - U.S. Department of Education National Meeting
 - NASPA Conference
 - Research Society on Alcoholism (RSA) Conference
 - BACCHUS Network General Assembly
 - NYS Office of Alcoholism and Substance Abuse Services College Prevention Conference
- **Publications To Be Submitted To:**
 - [Addictive Behaviors](#)
 - [Journal of American College Health](#)
 - [Psychology of Addictive Behaviors](#)
 - [Journal of Studies on Alcohol and Drugs](#)

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Consultations With Colleagues

- **Regional**
 - University at Albany administrators, faculty, and staff
 - SUNY-wide AOD abuse prevention colleagues
- **National**
 - College and university colleagues
 - Several colleges have visited UAlbany campus to observe program operations
 - Agency professionals in AOD abuse prevention field

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Challenges and Barriers to Institutionalization

- **Infrastructure issues**
 - Staffing
 - Space
 - Incentives for student participation in interventions
- **Alignment of University Counseling Center goals and priorities with changing and increasingly complex student needs**

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Media Advocacy

- **Media Outreach**
 - University at Albany Media Office releases
 - University at Albany Media Office outreach to local, state, and national media outlets
- **Newspaper Articles**
 - Albany Times Union
- **Television Appearances**
 - *In Focus*, FOX 23 (January 1, 2006)
 - News spots on local ABC, CBS, NBC, and FOX local affiliates

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Dissemination/Future Directions

- ✓ Develop, implement, and test the efficacy of drug-specific screening and intervention methods for college student drug users
- ✓ Develop technical assistance manuals for practitioners, outlining effective elements of projects and offering templates for implementation on other college campuses and communities on a local, state, and national scale
- ✓ Develop formal training/academic course curriculum in screening and brief intervention theory and practice for graduate and undergraduate students
- ✓ Capitalize on opportunities to educate faculty, staff, students, and the community, and professionals on a regional and national level on our effective intervention strategies


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Addictions Research Center

- **Joint UAlbany Compact Plan initiative between College of Arts & Sciences and School of Social Welfare**
- **Proposal: Build on to the strength of existing faculty in several departments on campus.**
 - Addictions-focused educational component to foster educational mission (an undergraduates minor with hands-on research experience)
 - Website to announce an addiction concentration to graduate applicants

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Thank You!



Questions?

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Special Thanks

Our Funders:

- National Institute on Alcohol Abuse and Alcoholism
- New York State Office of Alcoholism and Substance Abuse Services
- Substance Abuse and Mental Health Services Administration-Center for Mental Health Services
- Substance Abuse and Mental Health Services Administration-Center for Substance Abuse Treatment
- Substance Abuse and Mental Health Services Administration-Center for Substance Abuse Prevention
- U. S. Department of Education

Our Interventionists:

- University at Albany Counseling Center staff

Our University Colleagues:

- Department of Athletics
- Department of Residential Life
- Office of Conflict Resolution and Civic Responsibility
- University Health Center

Our Consultants:

- Drs. Mary Larimer and Jason Kilmer, University of Washington,
- Dr. H. Wesley Perkins, Hobart and William Smith Colleges

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Contact Information

M. Dolores Cimini, Ph.D.
Assistant Director for Prevention
& Program Evaluation
dcimini@albany.edu

Brian M. Freidenberg, Ph.D.
Addictive Behaviors Specialist/Staff Psychologist
bfreidenberg@albany.edu

University Counseling Center
University at Albany, SUNY
400 Patroon Creek Boulevard
Suite 104
Albany, NY 12206

Phone: 518-442-1800
Fax: 518-442-3996
Website: www.albany.edu/counseling_center/

The logo of the University of Albany, featuring a circular seal with the text "UNIVERSITY OF ALBANY" and "1844" around the perimeter, and a central figure holding a torch.