JOIN THE CONVERSATION @ SLIDO.COM WITH #F285
AMNESTY FOR ALCOHOL EMERGENCIES: BENEFITS, BARRIERS AND OPPORTUNITIES

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WHAT DO YOU HOPE TO TAKE BACK TO YOUR CAMPUS FROM TODAY’S SESSION?
LEARNING OBJECTIVES

1. Explain range and variation of amnesty policies, including related historical perspectives.
   - Prevalence of Amnesty, types of policies, development, evolution and adoption of amnesty across institutions.

2. Identify barriers to campus adoption of amnesty.
   - Intentions vs. student perceptions and behavior, list barriers to process adoption, explore campus specific challenges.

3. Outline methods to advocate for writing or improving amnesty processes.
   - Advocacy tools, amnesty efficacy data, engaging faculty and students in policy development, effective promotion of process engagement.
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Various names for similar policies for alcohol and/or drug incidents.

- Protection from punitive measures for assisting in overuse emergency

The earliest Amnesty policies noted are at Dartmouth (1987) and William and Mary (1990).

Drug Free Schools & Communities Act requires institutions of higher education to formally notify students of alcohol policies and sanctions.

HISTORICAL PERSPECTIVES

• 2005 marks the first legal cases where institutions were found to have a legal duty to use reasonable care to prevent injuries to students at events where alcohol is available.¹
  – Knoll vs. Board of Regents of the University of Nebraska
  – Coghlan v. Beta Phi Fraternity
  – Scott Kreuger at MIT
• 230 colleges or universities have some form of medical amnesty.³
• Thirty-nine US states have enacted medical amnesty policies, which some institutions adopt.²

² The Medical Amnesty Initiative (2016), States with Medical Amnesty Policies. medicalamnesty.org
³ Has, A et al, 2017. Evaluating the Effectiveness of a Medical Amnesty Policy Change on College Students’ Alcohol Consumption, Physiological Consequences and Helping Behaviors
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DEVELOPING AN AMNESTY POLICY
BABSON’S AMNESTY POLICY

For victims: The College provides amnesty to victims who may be hesitant to report to College officials because they fear that they themselves may be accused of minor policy violations, such as underage drinking, at the time of the incident. Educational opportunities will be explored but no conduct proceedings or conduct record will result.

For those who offer assistance: To encourage students to offer help and assistance to others, the College pursues a policy of amnesty for minor violations when students offer help to others in need and stay with the person(s) in need until help arrives when applicable. Educational opportunities will be explored but no conduct proceedings or conduct record will result.

For those who report serious violations: Students who engaged in minor violations but who choose to bring related serious violations by others to the attention of the College are offered amnesty for minor violations. Educational opportunities will be explored but no conduct proceedings or conduct record will result.
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• Critics of Amnesty Policies are concerned it is enabling, literature strongly disapproves of this view

• How is it measured?
  – Utilization?
  – Over time?
  – Awareness?
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THE CHARGE & THE PLAN

Babson community: Workshop #4
Babson athletics: Workshop #3
The team: Workshop #2
The individual: Workshop #1

PROJECT T.E.A.M.
WELLNESS MODEL
# Curricular Design

<table>
<thead>
<tr>
<th>Workshop 1: Individual Wellness</th>
<th>Workshop 2: Group Development</th>
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<tbody>
<tr>
<td>How does alcohol impact athletic performance? What is</td>
<td>How are your team norms and values? How can you become</td>
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<tr>
<td>the best way to cope with stress?</td>
<td>cohesive as a team?</td>
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<thead>
<tr>
<th>Workshop 3: Policy &amp; Systems</th>
<th>Workshop 4: Community Engagement</th>
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</thead>
<tbody>
<tr>
<td>How can campus policies improve your experience as an</td>
<td>How do you celebrate your wins? What does it mean to be a role</td>
</tr>
<tr>
<td>athlete? How can you advocate for change?</td>
<td>model or responsible party host?</td>
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The hypothesis:

Student-Athletes are less likely to benefit from the amnesty process, and therefore are less likely to call for help in the event of an alcohol or drug emergency.
<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Communicate with students</strong> who attended APPLE Institute</td>
</tr>
<tr>
<td>2</td>
<td>Communicate with key <strong>stakeholders</strong>; gauge <strong>community readiness</strong> to address medical amnesty</td>
</tr>
<tr>
<td>3</td>
<td>Gather initial <strong>data</strong> from sources other than Project TEAM</td>
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<td>4</td>
<td>Design Curriculum - to include: <em>Why Rules Matter?</em>, <em>Defining Advocacy</em>, <em>Advocacy in Practice</em>, and <em>Active Bystander</em></td>
</tr>
<tr>
<td>5</td>
<td>Research and <strong>survey</strong> design</td>
</tr>
<tr>
<td>6</td>
<td>Train-the-Trainer</td>
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<tr>
<td>7</td>
<td>Workshop completion for 22 varsity teams</td>
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After defining advocacy, *Advocacy in Practice* was presented as the primary Workshop 3 activity. The activity includes:

- Listing the definition of advocacy in the facilitators guide
- An opening statement related to information sharing and transparency
- The hypothesis
- Small group circles
  - Do you agree with the hypothesis? Why or why not?
  - Barrier identification
  - Solutions-oriented
  - Introduction of stakeholder personas
  - Submitting qualitative data based on group discussion
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WORKSHOP 3 RESULTS

- Train-the-Trainer Sessions

- Top 5 Barriers
  - Coaches Finding Out
  - Peer Reputation (team or schoolmates)
  - Financial Cost
  - Athletic Consequences
  - Lack of Knowledge about Process

- Top 5 Solutions
  - Interim Step
  - Further Education
  - Let Students Tell Coaches
  - No Data Sharing
  - Online education/video

Next Steps
- Reviewing data with Project TEAM advisory committee
- Confirming plans with Student Athlete Advisory Committee (SAAC)
- Contact Stakeholders to discuss solutions
Q: Have you ever been in a position where you thought about calling for help for someone else? (n=291)

- Yes: 23%
- No: 77%

Q: In this situation, did you call for help? (n=68)

- Yes: 43%
- No: 57%

Q: In the same situation, would you call again? (n=28)

- No: 18%
- Yes: 82%
Q: Select the most important reason why you would not call for help for someone else in the event of an alcohol or drug emergency? (n=291)

- Violating a team policy: 3.2%
- To take care of them myself: 9.3%
- Stigmatization of calling: 5.0%
- Potential loss of playing time: 2.6%
- Perception that athletes receive higher sanctions: 2.1%
- Parental notification for drinker: 3.9%
- Negative reaction from team: 5.0%
- Meeting with community standards: 6.4%
- Coach finding out: 29.6%
- Caller or drinker under 21: 8.6%
How likely is it that you/teammate will use the amnesty process (call for help for someone) in the event of an alcohol or drug emergency? (n=291)

- Very Likely: 20.3% (Teammate), 24.7% (Individual)
- Somewhat likely: 32% (Teammate), 34.4% (Individual)
- Somewhat unlikely: 23% (Teammate), 28.5% (Individual)
- Very unlikely: 17.9% (Teammate), 19.2% (Individual)
<table>
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<tr>
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<th>Marketing Management Fall 2019</th>
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<tbody>
<tr>
<td><strong>Project</strong></td>
<td>Marketing Campaign to Promote the Amnesty Policy</td>
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<tr>
<td><strong>Client</strong></td>
<td>Health and Wellness/Community Standards at Babson College</td>
</tr>
<tr>
<td><strong>Decision Makers</strong></td>
<td>Ryan Travia, Elise Brucato, Abbe Erle (Director Community Standards)</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Provide a turnkey marketing plan to client with all materials, content calendar, budget, implementation details</td>
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<tr>
<td><strong>Steps</strong></td>
<td>Client input meeting, research, develop multiple strategies and narrow down via testing, soft launch of the campaign, present findings of results to client</td>
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WHEN YOU RETURN TO YOUR CAMPUS, WHAT WILL YOUR FIRST STEP BE IN ADDRESSING AMNESTY?