University of Saskatchewan
Student Binge Drinking Prevention Campaign

PROPOSAL

**Students:** Paige Lawrence, Katrina Olson, Danielle Robertson-Boersma & Katelyn Selanders

**Leadership:** Colleen Anne Dell, Research Chair in Substance Abuse, Department of Sociology & School of Public Health & Peter Butt, Faculty of Medicine

**Collaborating Partners:**
Jody Yanko & Nicolle Poirier, Saskatchewan Ministry of Health; Cheryl Arratoon & Gerald Thomas, Canadian Centre on Substance Abuse, Peter Butt, Saskatchewan Team for Research and Evaluation of Addictions Treatment and Mental Health Services
1. Issue of Concern: Binge drinking is a rapidly growing health concern across Canadian campuses. Queens University publicly announced last month that it will be reviewing student alcohol consumption in an “effort to combat the culture of drinking on campus”\(^1\). This comes after the death of two students in the past year that involved the use of alcohol on the campus. The University of Prince Edward Island Student Union followed suit two weeks later by initiating a campus-wide binge drinking prevention campaign.

Risky drinking behaviour is commonly referred to as **binge drinking**. It is difficult to precisely define binge drinking due to the lack of consistent national criteria,\(^2\) but most experts agree it is the consumption of 5 or more standard drinks for men\(^\dagger\) within a 2-hour period and 4 or more standard drinks for women.\(^2-13\)

The 2004 Canadian Campus Survey, which focused on risky behaviours and health concerns of Canadian university students, found that 86% of undergraduate students had consumed alcohol within the past year, with 77% having used alcohol within the past month.\(^14\) A 2007/08 study undertaken by Statistics Canada relayed that within the Prairie Provinces (Alberta, Saskatchewan & Manitoba), approximately half of young adults who drank alcohol in the past year reported risky drinking at least monthly with almost 1 in 5 (20%) once a week or more.\(^15\) On the University of Saskatchewan campus, a 2008 National College Health Assessment survey found that 67% of students reported using alcohol on a weekly basis in the past 30 days.\(^16\) These studies reflect the reality that university students are engaging in binge drinking and associated risky behaviours. Emerging studies are also showing an upward trend in binge drinking among female students as they experience an expanded gender role to the “traditional femininity expectations dictated by society that generally call for abstinence or lower levels of alcohol use”.\(^17\)

The University of Saskatchewan does not currently have a campus-wide initiative to **reduce and prevent** the number of students taking part in potentially harmful drinking behaviour. The initiative put forth in this proposal offers an empirical-based and student driven response to this important health concern. The aim of the proposed **U of S Student Binge Drinking Prevention Campaign** is to **raise awareness and increase knowledge** among the U of S campus community about the harmful consequences of binge drinking. It is well-documented that raising awareness and increasing knowledge are the necessary initial steps required for sustainable behaviour change.\(^18\) According to Canada’s National Alcohol Strategy, *Toward a Culture of Moderation*, this requires shifting the focus from abstinence based messaging to low risk levels of alcohol use.\(^19\) The U of S Student Binge Drinking Prevention Campaign will involve four targeted communities: (1) the undergraduate student body, with concentrated focus on first year students, (2) the graduate student body, (3) campus administration and organizations, and (4) U of S faculty and staff.

\(^\dagger\) One standard drink = 13.6 g of alcohol. Example: 12 oz beer (15% alcohol); 5 oz wine (10-12% alcohol); 3 oz fortified wine (16-18% alcohol); 1.5 oz liquor (40% alcohol) (1.5 oz overproof liquor is about 2 standard drinks) (Low Risk Drinking Guidelines. *Centre for Addiction and Mental Health*. Retrieved July 4, 2011 from [http://camh.net/About_Addiction_Mental_Health/Drug_and_Addiction_Information/low_risk_drinking_guidelines.html](http://camh.net/About_Addiction_Mental_Health/Drug_and_Addiction_Information/low_risk_drinking_guidelines.html)}
1.1 Causes & Consequences: There are varied causes and consequences for students binge drinking, and it is important that they are considered from multiple perspectives; this includes socio-demographic, psychological, and social. It is also essential to recognize that patterns of binge drinking are influenced by both individual and contextual factors. Binge drinking typically occurs in a social context, and the environment can influence an individual’s disposition so that they may “follow one set of rules with… family, another with… business or professional associates, and a third on holiday occasions…”.

Influential socio-demographic factors on student binge drinking include gender, ethnicity, spirituality, employment, and marital status. How a student acts within situations of binge drinking will be influenced in part from the residual impact of their lifetime of lived experiences (e.g., parental role modeling). Psychological factors influencing student binge drinking include personality, expectancies, attitudes, beliefs, and motivations. This takes into account associated traits such as mental health, impulsivity, boredom/excitement seeking, and dispositional aggression. Accounting for social factors, during the average four years that a student will spend on their undergraduate degree, they will commonly experience major life transitions, have pressures to achieve high grades along with the general stress that comes with working towards an undergraduate degree, and may have friends that expect and/or encourage binge drinking behaviour. For many first year students, social goals include being involved in as many college events as possible in hopes of attaining an exciting social life, stories to tell, and lasting friendships, and many of these events focus around the consumption of alcohol. Other students may try to build up a tolerance toward alcohol, which is believed to be a social asset and earns peer admiration. Where students live and how they perceive the social drinking norms on their campus will also influence their decisions about alcohol consumption. When a student feels that others binge drink heavily “[they] may feel that in order to be accepted by their peers, they must match what they perceive to be others’ use of alcohol”. Oftentimes, what a student perceives as normal alcohol consumption is significantly higher than the level of alcohol that is actually consumed.

The various causes of binge drinking can lead to harmful consequences that involve a student’s health, safety, and finances. Under the influence, students report engaging in unsafe/unwanted sexual practices (in particular females), being involved in violence (in particular males), conflict with the police, and impaired driving. Neurological studies have identified the harmful physical impacts of binge drinking, including “cognitive impairments such as frontal lobe and working memory” and which are particularly detrimental to a developing brain. There are also social harms that go beyond the morning after hangover and friendship damage that may be difficult to repair, including serious academic consequences (low grades, reduced classroom performance, dropping out), damage to relationships and friendships, and regrettable behaviours. For example, a 2008 U of S campus survey reported that 7% of students who reported to drink alcohol had a negative impact on their last school year (incomplete on transcript, dropped course, low grade in assignment, exam, or overall). The consequences of binge drinking can also negatively impact the campus community in multiple ways. This includes, for example, university enrollment and retention, dormitory students’ study and sleep
patterns, motor vehicle crashes, suicide attempts, and other destructive behaviours involving campus safety, grounds maintenance, and faculty and administration. Binge drinking also has financial costs at both the individual and community levels. There is no current study estimating these costs on the U of S campus, however a 2002 Canadian Centre on Substance Abuse report conservatively estimated that alcohol costs the province of Saskatchewan $509 million annually, or $503 per person (e.g., impact of law enforcement, morbidity, loss of employment productivity).

1.2 Past Efforts - Past efforts to address binge drinking on the U of S campus have included initiatives administered by both the Saskatchewan Ministry of Health and the University. Both have been evaluated to a limited extent. Saskatchewan Ministry of Health initiatives include:

- ‘What Else Got Wasted?’ (2010), which is a series of videos directed toward high school students depicting the negative consequences of getting ‘wasted.’ [Evaluation not yet publicly available]
- Binge drinking TV ads and posters informing students that ‘you always have a choice’ (2006/07) when it comes to drinking, despite its normalization in a university setting. [Evaluation ongoing]
- ‘Giving Away’ (2010) (a drunk friend) posters which outline the negative qualities of friends when they drink too much. The goal of the posters is to discourage students from becoming ‘that friend’. [No evaluation has been conducted]
- ‘Rites of Passage’ (2008/09) posters aimed at youth in grades 7-12 with the message that alcohol is not a necessary part of growing up. [No evaluation has been conducted]
- From 2007 to 2010, informational packages about responsible alcohol consumption, including the ‘What Else Got Wasted’ and ‘You Always Have a Choice’ campaign materials, were distributed to incoming U of S students during Welcome Week. [No evaluation has been conducted]
- The 2010 Deeks Lecture, ‘How Much is too Much? – A Conversation for Change: Young Adults and Alcohol’ was a joint effort of the Canadian Centre on Substance Abuse, the Saskatchewan Ministry of Health, and the Provincial Research Chair in Substance Abuse (Dr. Colleen Anne Dell) to raise awareness and start a campus conversation on youth binge drinking. [Evaluation ongoing]

U of S led initiatives include:

- Brochures in the Student Health Centre and sometimes distributed at campus events. [No evaluation has been conducted]
- ‘Me on Drugs’ displays with peer educators at various times of the year and in select university settings. [No evaluation has been conducted]
- ‘News You Can Use’ informational table-toppers in cafeterias. [No evaluation has been conducted]
- Tips on safe alcohol consumption and personal safety available on the Campus Safety website. [No evaluation has been conducted]
- The Saskatchewan Tourism Education Council and the U of S Students’ Union collaboratively deliver modified server intervention training to Louis staff and U
of S students serving alcohol at campus events. This training began in 2003 and is ongoing. [No evaluation has been conducted]

Given the growing concern about binge drinking on Canadian campuses and the lack of a robust prevention plan on the U of S campus, it is clear that additional approaches need to be explored. Outside of Saskatchewan, and according to the latest empirical data, a number of campaign approaches have proven to be effective:

- **Regulated Alcohol Prices:** the price and availability of alcohol appears to make a difference on alcohol use levels, especially when used in conjunction with other campaign elements.30-32

- **Social Norms Campaigns:** perceptions of normative drinking patterns amongst Canadian students are very high predictors of actual drinking patterns and intentions30. For social norms campaigns to work, however, they must be specifically targeted33, not alienate students or promote abstinence alone, messages must highlight positive and moderate drinking norms rather than negative consequences or scare tactics34, and information must be credible and believable.35-36 Without these elements, social norms campaigns may be ineffective37-39, or simply have no effect on actual behaviour change.40

- **Web-based Self-assessments:** personalized, specific, information based interventions, such as e-Chug, have proven to be effective.41-43 They are particularly impactful when new students are required to complete them prior to attending university for the first time.44

- **Event-specific Approaches:** students consume increased amounts of alcohol during specific periods, including weekends, the beginning and end of a given school term, Halloween, New Year’s Eve, St. Patrick’s Day and spring break; as such, it may be useful to target campaigns around these high alcohol-consumption periods.45

- **Student-run, Multi-pronged Campaigns:** campaigns must be multi-pronged46 and involve students at every level. For example, the Northern Illinois University student run ‘Money Brothers’ social norms campaign resulted in a 16% reduction in binge drinking.47 Moreover, students from across the US participated in a competition for funding to create an anti-binge drinking campaign on their own campus. This resulted in ‘The Other Hangover’48 initiative, which focused on the social consequences of binge drinking, the ‘Less Than You Think’49 initiative which highlighted the thin line between drinking in moderation and engaging in regrettable behavior, and ‘The Stupid Drink’50 initiative which focused on having the one drink that puts you ‘over the line’. Further, New Jersey’s Rutgers University student organizers of the “RU SURERE” campaign reported a great deal of personal change as a result of working on the campaign51.

### 1.3 Theoretical Influences

The proposed U of S Binge Drinking Prevention Campaign is influenced by three theoretical perspectives, with a combined focus on *individual behaviour, valuable messaging, and environmental factors*. First, the Theory of Planned Behavior has been successfully applied to understand attitudinal and motivational factors underlying binge drinking behaviour.52 The theory suggests that students’ behaviour can best be predicted from understanding their intention, which is determined by three
constructs: (1) attitude toward the behaviour; (2) subjective norm (an individual’s perception of the social pressure to engage in the behaviour); and (3) degree of perceived behavioural control (the ease with which the individual can carry out their behaviour in a confident manner). Past studies on student binge drinking have found the three main constructs to be significant predictors of students’ intentions to binge drink.

This coincides with the understanding of the interplay between perceived social norms and the actual social norms, where individuals believe that their colleagues are participating in activities, such as binge drinking, more frequently than what is true. The individual then believes that they must participate and keep up with these perceived social norms by consuming more drinks than necessary. This creates an environment where the perceived social norms can turn into reality if they are not corrected.

Second, Gain-Framed Messaging, adapted from the Prospect Theory, presents the benefits that are accrued from adopting a behaviour as opposed to loss-framed messages, which generally convey the costs of not adopting a requested behavior and may be interpreted as fear or scare tactics. A team of researchers at the University of Missouri found that gain-framed anti-binge drinking messages featuring relationships and academic performance were much more effective in convincing students to avoid binge drinking than negative messages; university students want to know how an action will help them, not how they could potentially be hurt.

Third, the theory of Environmental Management proposes that in order to change behaviour, the environment must likewise change. Environmental Management theory moves beyond general awareness and education programs to identify and change factors in the physical, social, legal, and economic environment that promote or abet alcohol and other drug problems. Environmental Management theory seeks to achieve change at the institutional, community, and public policy level in order to produce a large-scale impact on the entire campus population, including students, faculty, staff, and administrators. It is also understood that generating interest in environmental prevention efforts may be less contentious when the targets are problematic environments—unhealthy and unsafe policies and practices—rather than individuals. Actions can be taken to moderate these environments and reduce risks for all community members.

Research shows that health-related behaviour change is most likely to occur when initiatives:

- **Use a Long Term Commitment** – Case studies of efforts to shift cultural norms demonstrate that when funding for projects cease, behaviours often revert to their previous state and campaign credibility and value dissipate as a result.
- **Use Tailored Messaging** – Explicit target groups should be identified and messages should be tailored to their values, attitudes, and needs. It is important to develop the capacity to see the problem from the perspective of multiple target groups.
- **Use Multiple Approaches** – Messaging should target multiple audiences, be delivered through multiple venues/ mediums, and contain varied but reinforcing content.
• **Cultivate Broad Social Responsibility** – Messaging should be developed in such a way as to indicate that the solution to the problem belongs to society as a whole rather than the relatively few that regularly engage in the behaviour. This gets away from the tendency to blame and externalizes solutions.

• **Enhance Social Support** – Social support to help those who engage in the risky behaviour to act differently should be cultivated.

• **Avoid Moralizing the Behaviour** – The problem must be framed in a way that appeals to target audiences and that avoids “moralizing” the behaviour.

• **Use Positive Messages** – The use of humor, empathy, and other positive messages often works better than fear-based messaging.

• **Use Branding** – Branding, which has been successfully used in commercial advertising, is a powerful tool to enhance public messaging campaigns.

• **Proactively Counter Competing Messages** – Competing messages and norms should be explicitly identified and countered. These can be explicit (e.g., tobacco companies espousing freedom and personal choice to help maintain cigarette sales) or passive from existing social norms (e.g., people driving rather than taking the bus or walking for short trips).

• **Plan Ahead and Effectively** – Successful social marketing uses planning to (a) define clear and measureable objectives; (b) identify the people who need to or can facilitate change (targets); (c) establish how their needs can be met with attractive “change offerings”; and (d) recognize and either cooperate with or block the competition.

2. **Statement of Work** – Drawing on the existing theoretical and empirical literature, the goal of the U of S Student Binge Drinking Prevention Campaign is to create an effective, multi-pronged, sustainable, and macro-level initiative to reduce binge drinking among the student population and its associated harms on the U of S campus. Focus is on preventing and reducing student binge drinking by increasing awareness and knowledge within the global campus community.

A necessary beginning point to develop an effective U of S Student Binge Drinking Prevention Campaign is assessing the current extent of binge drinking behaviour, risk and harms, awareness, perceptions, knowledge, and contexts on the U of S campus, as well as thoroughly engaging with the student and broader campus community to develop the campaign from a community-grounded approach. A repeat of the 2008 National College Health Assessment survey would greatly inform this initiative. Currently, however, without this in the plans at the U of S, rapid assessments† is an effective and efficient tool to engage with the community at a variety of levels (e.g., social context, resources, needs).\(^{57-63}\) A rapid assessment will be undertaken on the U of S campus with the goal to: (1) identify the characteristics of the target populations; (2) develop campus partnerships;

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† “RAP uses intensive team interaction in both the collection and analysis of data instead of prolonged fieldwork and iterative data analysis and additional data collection to quickly develop a preliminary understanding of a situation from the insider’s perspective.” Accessed June 20, 2011 from [http://www.rapidassessment.net](http://www.rapidassessment.net).
and, (3) engage students and the campus community. This will inform a campaign that is developed by and for the U of S campus community, and at the same time serve as a mechanism to recruit a volunteer base for the initiative (approximately 15).

Prior to the rapid assessment meetings will be held with potential campus partners to share this proposal (see Appendix B for a list of proposed partners). The aim is to recruit the potential partners’ support, feedback, and advice for moving the initiative forward.

Informed from this generated knowledge, alongside the empirical literature and available data, the rapid assessment process will involve (ethics application currently before the Behavioral Research Ethics Board):

(1) Street interceptions with approximately 1000 U of S students on campus (5 questions that will take no longer than 5 minutes to answer);
(2) An environmental risk assessment of on-campus activities and policies that implicitly and/or explicitly support student binge drinking;
(3) Interviews with key informants (e.g. Student Union, Health Services) on the U of S campus about their: (a) knowledge of binge drinking and its consequences by U of S students, and (b) thoughts on the development of an effective U of S student binge drinking prevention campaign;
(4) Focus groups with U of S students about their: (a) knowledge of binge drinking and its consequences by U of S students, and (b) thoughts on the development of an effective U of S student binge drinking prevention campaign.

In addition to the rapid assessment activities, it is necessary to conduct a baseline survey of current awareness and knowledge of binge drinking on the U of S campus, given that the aim of the initiative is to raise awareness and increase knowledge. It is proposed that this questionnaire will be distributed through the U of S campus email using Survey Monkey. Ten baseline questions will be asked, and the survey will take approximately five minutes to complete. It is important to note that the campaign is to be implemented in accumulative stages, with raised awareness and increased knowledge leading to long-term behaviour change.

To create an effective, multi-pronged, and macro-level campaign, a close working relationship will need to be developed with the student population specifically and U of S community broadly. This is required to both inform and implement the prevention initiative and will include, for example, input into developing messaging, tag lines, a campaign logo, and the initiative website. Several key features that will guide the U of S community engagement process are:

- Collaboration with a diverse body of students;
- Collaboration with the university community, including faculty, staff, and administration;
- Potential collaboration with industry, including, for example, liquor producers and vendors; and
- Development of a ratified campus club specific to binge drinking prevention.
Drawing on the proposed campaign’s integrated focus on individual behaviour, valuable messaging, and environmental factors, *key features* of the U of S Student Binge Drinking Prevention Campaign will include:

**Individual Behaviour**
- Implement an existing web-based self-assessment tool, such as e-Chug, to work toward long-term personal behaviour change of students on campus.
- Involve students directly in the development and implementation of a campaign, creating in turn awareness and personal reflection.

**Valuable Messaging**
- Focus on moderate alcohol consumption and positive messaging rather than abstinence and scare tactics.
- Develop targeted social norms messaging.
- Offer practical advice to students.
- Develop a memorable and engaging tag line and logo that does not dilute the seriousness of binge drinking.
- Develop a message retention plan.
- Message through a wide variety of mediums including social networking sites, online videos, and iPhone/Blackberry/Smart phone engagement.

**Environmental Factors**
- Examine campus-wide policies (or lack thereof), including price, availability, college student group contracts with local bars, university related alcohol events both on and off campus (e.g., pub crawls), and the advertisement and promotion of alcohol.
- Keep our messaging broad enough so that we can involve all individuals on our campus, including faculty, administration and staff. The message can be taken home to families, and at the same time support the change in the environment both within and surrounding the campus.

3. **Work Plan** – This proposed campaign fits with the U of S Third Integrated Plan’s (2012-2016) proposed focus on an enhanced student experience. Please see Appendix A for a staged work plan. Once again, a staged work plan (3.5 years) is necessary in that raised awareness and increased knowledge lead to sustainable long-term behaviour change, and the need to evaluate this.

4. **Evaluation** – As mentioned, a rapid assessment will be undertaken to assess the current level of binge drinking, awareness, perceptions, knowledge, and contexts on the U of S campus, while at the same time engaging the university community. During the Summer and Fall 2011 academic term, a baseline assessment will take place, involving (as mentioned): (1) interviews with U of S key informants, (2) street intercepts with U

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1 http://www.echeckuptogo.com/can/
of S students, (3) focus groups with U of S students, and (4) an online U of S campus
survey. The survey will be redistributed at the end of first term in December, 2011, and
the end of second term in April, 2012.

5. Partnerships and Our Expertise - In order for the proposed initiative to have a
positive and sustainable impact on the U of S campus, it is necessary to have the support
of the majority of the U of S administration and campus clubs. This includes the U of S
Students’ Union, college student associations, the university President, and the university
colleges and schools (see Appendix B for a list of potential partners). Once we have
become established as a campaign on campus, we would like to branch out to the
surrounding community. In order to do this we will need the support of locally
established businesses and agencies. Future partnership interests include: Mother’s and
Students’ Against Drunk Driving (MADD, SADD), Saskatoon Regional Health
Authority, local radio stations and city media, SGI, Saskatchewan Health/Kids Help
Phone, and Canada Health.

An Advisory Committee consisting of members of the Saskatchewan Ministry of Health,
the Canadian Centre on Substance Abuse, and the U of S Saskatchewan Team for
Research and Evaluation of Addiction Treatment and Mental Health Services
(specifically Dr. Peter Butt) is overseeing this initiative. The U of S faculty lead is the
provincial Research Chair in Substance Abuse—Dr. Colleen Anne Dell. This initiative is
an extension of Dr. Dell’s 2011 U of S class assignment for SOC 398 & PUBH 398:
Studies in Addictions, in which the class collaboratively identified binge drinking as a
key health concern on the U of S campus.

The current student team brings various skills and expertise to the U of S Student Binge
Drinking Prevention Campaign. With educational backgrounds in psychology, sociology,
and social work, we have the necessary academic tools to design, implement and evaluate
the initiative. We also have an array of experience with work and volunteer experiences,
including working with disenfranchised youth at Egadz; sexual and gender-related
violence survivors; student government, campus clubs, student recruitment and retention;
academic advising; health research; and student event and campaign planning. Essential
to the student team is their deep roots within and commitment to the U of S student
community because of their undergraduate student status. This is a significant strength of
the initiative – the campaign is being created by students for students.

6. Budget (August, 2011 – April, 2012) - At this early stage in the development of the U
of S Binge Drinking Prevention Campaign, the associated material costs are only
projected, with some costs unknown until the campaign is fully developed. It is important
to note that in-kind commitment has been secured from the Saskatchewan Ministry of
Health and the Canadian Centre on Substance Abuse. Further monetary and in-kind
contributions from the prospective U of S partners will ideally be secured for the
campaign to be fully implemented and achieve maximum effectiveness. Funding to cover
the cost of student salaries (2 ½ time & 2 ¼ time positions) to initiate the project in April,
2011 (until August, 2011) was provided by the Saskatchewan Team for Research and
Evaluation of Addictions Treatment and Mental Health Services and an University of
Saskatchewan Summer Student Employment Grant (USTEP). (Appendix C for the
proposed budget).
APPENDIX A: WORK PLAN

Stage 1: Spring/Summer 2011
- Develop solid, empirically-based foundation for campaign, focus on attitude and knowledge change
- Develop baseline measure/needs assessment and evaluation plan

Fall 2011
- Collect baseline data and conduct needs assessment
- Engage with students, staff/faculty and administration

Winter 2012
- Continue collecting data
- Develop a solid group of student volunteers to form a campus society
- Develop solid partnerships with administration for a campaign

Stage 2: Spring/Summer 2012
- Analyze all data: shift focus to creating a behaviour change
- Increase empirical research and develop a campaign with students

Fall 2012
- Collect baseline data for campaign evaluation
- Implement campaign focused on behaviour change

Winter 2012
- Collect data again in December 2012 and April 2013
- Continue with campaign implementation

Stage 3: Spring/Summer 2013
- Interpret data, report findings
- Analyze and revise campaign

Fall 2013
- Implement revised campaign

Winter 2013
- Continue implementing campaign
- Collect data once more for campaign evaluation

Stage 4: Spring/Summer 2014
- Interpret data
- Report findings

Fall 2014
- Continue with campaign implementation

Winter 2014
- Continue implementing campaign
- Collect data once more for campaign evaluation
APPENDIX B: POTENTIAL PARTNERS

Student based

- Select Campus Clubs
  - Prairie Party Planners (PPP)
- College based student’s unions
  - St. Thomas More College Students’ Union (STMSU)
  - Aboriginal Law Students Association (ASLA)
  - Law Students’ Association (LSA)
  - Western Canadian Veterinary Students’ Association (WCVSA)
  - Aboriginal Business Students Society (ABSS)
  - Edwards Business Student Society (EBSS)
  - Arts & Science Students’ Union (ASSU)
  - Education Students’ Society (ESS)
  - Saskatoon Engineering Students’ Society (SESS)
  - Kinesiology Student Society (KSS)

- Husky Sports Teams
- University of Saskatchewan Students’ Union
  - USSU Childcare Centre
  - USSU Food Centre
  - USSU Help Centre
  - USSU Pride Centre
  - USSU Women’s Centre
- The Associated Residence Community (ARC)
- The Sheaf

University of Saskatchewan

- Campus Safety Department
- College Administration:
  - Arts & Science
  - Edwards School of Business
  - Agriculture
  - Engineering
  - Pharmacy
  - Medicine
  - Nursing
  - Dentistry
  - St. Thomas More
  - Kinesiology
- Health Education Coordinator (Rita Mireles)
- Marketing & Student Recruitment (Experience US, Orientation)
- Student Enrolment Services Division
- University of Saskatchewan’s Board of Ethics
- University of Saskatchewan Student Health & Counseling
Province of Saskatchewan

- Government of Saskatchewan
- Saskatchewan Ministry of Health

Nationally

- Canadian Center on Substance Abuse (CCSA)
APPENDIX C: PROPOSED BUDGET (August, 2011 – April, 2012)

<table>
<thead>
<tr>
<th>Initiative Component</th>
<th>Purpose Within the Initiative</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td>A website will be used to raise awareness about the campaign, distribute information to increase knowledge, and link to related information on other websites.</td>
<td>$1,500.00</td>
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<tr>
<td>QR Barcodes</td>
<td>Ability to link an individual scanning the code to the campaign website or other social media outlets with the message attached. 3 codes @ $60 x 3 time periods</td>
<td>$180.00</td>
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<tr>
<td>Web Based Self-Assessments – e-Chug</td>
<td>Annual subscription. These assessments allow the participant to assess and monitor their drinking behaviour.</td>
<td>$959.62</td>
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<td>Focus Groups</td>
<td>Ability to gain specific insight into the U of S campus. 3 events @ $200</td>
<td>$600.00</td>
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<td>Volunteer Appreciation</td>
<td>Bi-annual event to keep volunteers excited and engaged with the initiative. 2 events @ $250</td>
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<td>Volunteer Honorariums</td>
<td>15 volunteers @ $200 per term x 2 terms</td>
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<td>-$3,000 provided by Canadian Centre on Substance Abuse</td>
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<tr>
<td>Project coordinator</td>
<td>308 hr x $13.35 (7 hr/week for 44 weeks &amp; 13% benefits)</td>
<td>$4,646.33</td>
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<td>-$2,000 provided by the Research Chair in Substance Abuse  -$2,000 provided by the Saskatchewan Team for Research and Evaluation of Addictions Treatment and Mental Health Services</td>
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<td>Print Materials</td>
<td>Materials to be handed out at events like ‘Welcome Week’ with campaign information.</td>
<td>$1,500.00</td>
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<td>Province of Saskatchewan to provide in-kind professional expertise in the development of the products</td>
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<td>Welcome Week Initiatives</td>
<td>I Pod Touch &amp; I Pad draws to attract student attention and encourage involvement.</td>
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<td><strong>Total: $9,710.95</strong></td>
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REFERENCES


3. The Psychology Foundation of Canada, Staying on Top of Your Game Program.


57. Stead, Gordon & Holme et al., 2009


