

**University of Virginia  
Biennial Report  
2014-2016**



In Compliance with the U.S. Department of Education's  
Drug-Free Schools and Communities Act (DFSCA) and  
Drug and Alcohol Abuse Prevention Regulations



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## 2014-2016 BIENNIAL REPORT

### Descriptions of Alcohol and Other Drug (AOD) program elements

The University of Virginia uses the prevention model developed by the National Academy of Science's Institute of Medicine, which states that programs should be tailored to meet the specific needs of the three prevention populations: universal (all students); targeted (students who are part of high-risk environments); and indicated (individuals who have demonstrated high-risk behaviors). Educational programs target these three populations and the University partners with students, parents, faculty/staff, alumni, and the local community to deliver educational messages. The vision of the University of Virginia Alcohol and Other Drug Abuse Prevention Plan is to create an environment on Grounds in which students make choices that protect them from impairment problems and long-term health consequences. Overall prevention programs have a mission of promoting the health, safety, and quality of life for all University of Virginia students in partnership with the University community.

The Division of Student Affairs has five critical functions, one of which is Health and Wellness. Within this critical function, substance abuse prevention programs are included as "critical to promoting healthy living and individual and group responsibility and accountability, and to reducing and/or eliminating negative outcomes including more serious consequences such as hazing, interpersonal violence, and sexual misconduct" <http://vpsa.virginia.edu/organization/divisionalvalues>).

What follows is a general outline of current prevention efforts listed by the prevention categories of universal, targeted and indicated. Additional information on these programs is available in Appendices A (programs), B (training) and C (curriculum).

#### **Universal prevention**

Educational efforts focus on enhancing the already high level of student involvement in prevention activities. The [Alcohol and Drug Abuse Prevention Team \(ADAPT\)](#) and the Peer Health Educators (PHEs) continue to be active in providing information to the general student body through formal programs and awareness events. ADAPT coordinates the Hoos Sober listserv, which works to promote the awareness of and participation in alcohol-free activities at the University of Virginia and in the Charlottesville area. Student organizers send out a weekly email to over 1,500 student members detailing events and activities where alcohol is not permitted. [Student Health's](#) Office of Health Promotion (which includes the [Gordie Center for Substance Abuse Prevention](#)) oversees several social media-based campaigns using Facebook, Twitter, and Instagram. In 2015, all undergraduate, graduate

and professional students were required to complete an online alcohol education program that provided personalized, normative feedback.

### **Targeted prevention**

UVA targets five groups for targeted prevention efforts: students with alcohol policy violations, first-year students, fraternity and sorority members, student-athletes and students who participate in celebratory drinking events.

#### Students with alcohol policy violations

In the fall of 2014, The Gordie Center partnered with the UVA [Center for Leading Edge Addiction Research](#) (CLEAR) in the Department of Psychiatry and Neurobehavioral Medicine to secure grant funding to implement the [Brief Alcohol Screening and Intervention for College Students \(BASICS\)](#) program. The National Institutes on Alcohol Abuse and Alcoholism recognizes BASICS as having demonstrated effectiveness in a college population. Following the end of grant funding in 2015, the Department of Student Health created a full-time staff position to implement BASICS. This staff person will also support students in recovery from addiction. The position was filled in August 2016.

#### First-year students

First-year students are required to complete an online alcohol education program with personalized feedback. In 2015, 97% of the first-year class completed the program. Since 1999, Student Health's Office of Health Promotion has conducted a social norms marketing program ([The Stall Seat Journal](#)) to reduce hazardous drinking among first-year students. The poster content is designed to place normative information about alcohol use, perceptions, behaviors and attitudes in the context of healthy choices. The posters are displayed in the bathroom stalls of all first-year residence halls and because first year students are required to live on campus, exposure to the social norms campaign is close to 100% each year.

#### Fraternity and sorority members

ADAPT and the PHEs provide targeted outreach programs to fraternity and sorority chapters to educate members on the risks of alcohol and drug abuse. Each chapter must complete at least one alcohol education program each year with 70% or more of their chapter in attendance in order to remain in good standing as a recognized student organization.

#### Student-athletes

Since 1989, the Department of Athletics and the Gordie Center for Substance Abuse Prevention have coordinated the [Student-Athlete Mentor](#) (SAM) program to provide peer mentoring and

substance abuse prevention for student-athletes. Each team is required to select at least two members to serve as SAMs. These students organize educational programs and community service projects for their team and serve as a confidential resource for teammates. Since 2008, eleven student-athlete interns earned academic credit through a partnership among the Department of Athletics, Gordie Center for Substance Abuse Prevention and Curry School of Education to create *SAMs Say* - a series of 28 educational posters displayed in athletic team locker rooms. Beginning in 2014, The Gordie Center partnered with the Department of Athletics to implement a new orientation session on alcohol and bystander education for all incoming first-year student-athletes.

### Celebratory drinking events

Research on student drinking at the University indicates that there are four distinct annual events during which, a higher percentage of students engage in hazardous drinking. These events are Halloween, the weekend of the last home football game, spring break and the spring Foxfield horse races. In the past biennium, Gordie Center for Substance Abuse Prevention staff partnered with faculty in the Department of Public Health to evaluate the impact of the online alcohol education course. See Appendix E for evaluation results. In 2016, members of the University's Advisory Committee on Alcohol and Substance Abuse coordinated a new campaign to reduce student drinking before graduation ceremonies by partnering with local restaurants to offer breakfast specials and providing alcohol risk-reduction messages.

### **Indicated prevention**

The University has made significant strides in supporting students in recovery from substance abuse. The Hoos in Recovery group began in the fall of 2006 and has grown to include more than 120 UVA undergraduate and graduate students, staff, faculty, and alumni who are in recovery from alcoholism or addiction. The group's primary mission is to provide a confidential support network for members of the University community who are in recovery and to provide a non-judgmental, anonymous forum for students who are concerned they are developing a problem with alcohol or other drugs. Grants from the UVA Parents Committee and Transforming Youth Recovery provide meals at the group's weekly meetings, social events and a stipend for student coordinator.

### **Statement of AOD program goals and a discussion of goal achievement;**

University of Virginia prevention programs are based on the belief that effective programs are evidence-informed, comprehensive, and coordinated across the University. The culture of student self-governance at the University of Virginia ensures that students are significantly engaged in the decision-

making process. Efforts are also supported and implemented by the entire University community, including faculty, staff, alumni, parents and the Charlottesville and Albemarle communities. The University continually assesses student attitudes toward, and students' use of alcohol and other drugs. Since the late 1980s, the University has conducted annual surveys of student alcohol and other drug use using stratified random samples of students. These data are supplemented by information from the University of Virginia Hospital Emergency Department and Police Department and surveys of drinking during celebratory drinking events. Evaluation data on the impact of peer-led efforts to reduce celebratory drinking events indicate positive results. Interventions that require active student participation, such as receiving a tee-shirt or even an educational cup filled with candy, appear to increase protective behaviors and reduce some negative consequences of drinking. Prevention efforts that require active engagement (e.g. signing a pledge) appear to be more successful as a large proportion of those who signed a pledge not to attempt the Fourth-Year Fifth kept that promise.

### **Summaries of AOD program strengths and weaknesses**

The University of Virginia has made significant progress in substance abuse prevention efforts since the University created a Foundational Plan in 1998. Prevention activities are better coordinated, a greater number of students are involved in prevention efforts, and the number and variety of prevention activities has increased. Evaluation data suggest that the University's efforts are making an impact on the student culture and the University has received national recognition for its efforts.

1. The University is the home of the Gordie Center for Substance Abuse Prevention, which administers the GORDIE's Call campaign to reduce alcohol overdose and hazing and to promote bystander intervention. The Gordie Center distributes the *HAZE* documentary to high school and college groups across the country.
2. The University-developed and implemented APPLE conferences are the leading national training symposia for substance abuse prevention and health promotion for student-athletes. The National Collegiate Athletics Association (NCAA) has provided principal funding for the annual conferences for over 25 years.
3. University personnel provide national and state-wide leadership to the higher education prevention community through volunteer positions with NASPA's BACCHUS Initiative, the Step UP! Bystander Intervention program executive board, the Institute to Promote Athlete Health & Wellness advisory board and the Virginia College Alcohol Leadership Council.

Despite these successes, alcohol use is prevalent among, and accepted by, many students at the University of Virginia and contributes to many negative outcomes. Future initiatives will expand the BASICS program to reach students in their affiliation groups and grow the Hoos in Recovery program to better support students in recovery from addiction.

### **Procedures for distributing AOD policy to students and employees**

The University of Virginia's *Use of Alcoholic Beverages and Prohibition of Other Drugs* policy is distributed annually in writing to all students through the Undergraduate and Graduate Records. The policy is also found on the University of Virginia website. All new faculty and staff members receive a copy of the policy and a *Guide to Helping Students in Distress* as part of new employee orientation. In addition, each year, all students, faculty and staff receive an e-mail message with a summary of the policy and information on locating the full policy text on the web. Supervisors of employees who do not have regular access to e-mail are instructed to print out a copy of the policy and distribute it to those employees.

### **Content of the policies distributed to students and employees**

The University of Virginia has a written policy that describes standards of conduct that clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on University property or as part of any of University-sponsored activities.

The written policy includes (1) a description of the applicable legal sanctions under federal, state, or local laws for the unlawful possession or distribution of illicit drugs and alcohol; (2) a description of the health risks associated with the use of illicit drugs and the abuse of alcohol; (3) a description of any drug and alcohol programs (counseling, treatment, rehabilitation, and re-entry) that are available to employees or students; and (4) a clear statement that the University of Virginia will impose disciplinary sanctions on students and employees for violations of the standards of conduct. Full policies are found in Appendix F.

### **Recommendations for revising AOD programs**

The University of Virginia has made significant progress in substance abuse prevention efforts and is poised to build on current successes. Future initiatives will expand the BASICS program to reach



students in their affiliation groups and grow the Hoos in Recovery program to better support students in recovery from addiction.

### APPENDIX A: ALCOHOL EDUCATION PROGRAMS

Department, Organization & Individuals	Materials and Programs	Evaluation
<b>DEPARTMENT OF STUDENT HEALTH</b>		
Website	Online alcohol and drug screening Links to national resources	
<a href="#">Office of Health Promotion</a>	Walk-in consultations Web resources	
<a href="#">Peer Health Educators</a>	4 <sup>th</sup> Year 5K Outreach programs Patient Education Sessions	Process eval Process eval Pre/post tests
Social Norms	<a href="#">Stall Seat Journal</a> for first-years Classroom presentations	Annual surveys Process evaluation
<a href="#">Gordie Center for Substance Abuse Prevention</a>	Faculty/TA/staff brochure - "Helping a Student in Distress" Summer orientation sessions for parents Classroom presentations Online alcohol service risk-management training Brief Alcohol Screening and Intervention for College Students (BASICS) program <i>Under the Influence</i> online alcohol sanction class <i>Alcohol-wise</i> online education for first-years National GORDIEday events	post-test Pre & post-test Pre & post-test Pre & post-test Pre & post-test
<a href="#">ADAPT</a>	Hoos-Sober listserv Outreach programs Safe Halloween Substance Abuse Prevention Week Safe Spring Break Safe Foxfield Races Campaign	Quantitative evaluation of Halloween, SAPW and Foxfield
<a href="#">Hoos in Recovery</a>	Weekly meetings to support students in recovery from substance abuse Confidential listserv	Process evaluation
<a href="#">Student Athlete Mentors (SAMs)</a>	Educational programs for teammates SAMs Say educational posters in locker rooms	process evaluation
<a href="#">General Medicine</a>	Patient screening Consultations	Online evaluation
<a href="#">Gynecology</a>	Patient screening consultations	Online evaluation

<a href="#">Counseling and Psychological Services</a>	Online alcohol and drug screening Patient evaluations Consultations	Online evaluation
<b>OFFICE OF THE DEAN OF STUDENTS</b>		
<a href="#">Lesbian, Gay, Bisexual and Transgender Resource Center</a>	Brochures on ATOD issues specific to sexual minority students	
<a href="#">Dean on Call system</a>	Students with potential alcohol policy violations are referred to BASICS	
• <b>Fraternity &amp; Sorority Life</b>		
<a href="#">National Pan-Hellenic Council, Inter-Fraternity Council, Inter-Sorority Council, Multicultural Greek Council</a>	Party Patrol (enforcement) Alcohol and other drug educational requirements for each chapter	Process evaluation
• <b>Newcomb Hall</b>		
<a href="#">University Programs Council</a>	Alcohol-free Late Night weekend activities	Process evaluation
• <b>Orientation and New Student Programs</b>		
<a href="#">Orientation staff</a>	Grounds for Discussion -- college life issues including alcohol	Process evaluation
<a href="#">Orientation Leaders</a>	Advise & mentor on college issues including alcohol and other drug use	
• <b>Residence Life</b>		
<a href="#">RAs</a>	Mentoring, educational sessions for residents Facilitate Grounds for Discussion sessions	Process evaluation
<b>OFFICE OF AFRICAN-AMERICAN AFFAIRS</b>		
<a href="#">Peer Advisors</a>	Advise & mentor on college issues including alcohol and other drug use	Process evaluation
<b>STUDENT ORGANIZATIONS</b>		
<a href="#">Student Council Health and Wellness Committee</a>	Health & Wellness Week	Process evaluation
<a href="#">Madison House</a>	Help Line (295 TALK) for any college life issue	Process evaluation
<a href="#">Alternative Spring Break</a>	Alcohol-free community service trips during spring, winter and summer break	Process evaluation
<b>UNIVERSITY POLICE DEPARTMENT</b>		
<a href="#">Crime Prevention Unit</a>	Safety fairs, Orientation resource fair Informational talks	Process evaluation
<b>WOMEN'S CENTER</b>		
<a href="#">Women's Center staff</a>	Susan Grossman Memorial Speaker on alcohol issues	Process evaluation
<a href="#">Women's Center Counseling</a>	Patient substance abuse screening Consultations	Process evaluation

## APPENDIX B: STUDENT TRAINING PROGRAMS

Training	Frequency	Assessment
ADAPT Training class (EDHS 3240: Peer Alcohol Education)	<ul style="list-style-type: none"> <li>Mandatory three-credit training class for new members</li> </ul>	<ul style="list-style-type: none"> <li>Students must receive at least a B in the course to remain an active member</li> <li>Pre and post-class self-assessment</li> </ul>
Peer Health Educator training class (EDHS 3240)	Mandatory three-credit training class for all new members. Three class sessions address ATOD issues.	<ul style="list-style-type: none"> <li>Students must receive at least a B in the course to remain an active member</li> <li>Pre and post-class self-assessment</li> </ul>
Student Athlete Mentor (SAM) Training	Trainings throughout the year for all SAMs	<ul style="list-style-type: none"> <li>Process evaluation</li> </ul>
<a href="#">BASICS</a>	Online survey and in-person follow up meeting	<ul style="list-style-type: none"> <li>Pre/post assessment</li> </ul>
<a href="#">Alcohol-Wise</a>	Online alcohol education course for new students	<ul style="list-style-type: none"> <li>Pre/post assessment with 4 week follow up</li> </ul>
<a href="#">Under the Influence</a> sanction class	Three-hour online class	<ul style="list-style-type: none"> <li>Pre/post assessment with 4 week follow-up</li> </ul>
<a href="#">UVA Alcohol Risk Management Program</a>	<ul style="list-style-type: none"> <li>Online class</li> <li>Needed for any event where alcohol is served at UVA</li> </ul>	<ul style="list-style-type: none"> <li>Certification test</li> </ul>
Resident Staff training on alcohol	Annually	Part of overall training evaluation
Resident Staff In-Service on other drugs	Annually	Evaluation at the end of each session
Orientation Leader Training	Annually	Part of overall training evaluation
Substance Abuse in Society Class	Annually	Part of overall class evaluation
Personal Development Class	Annually	Part of overall class evaluation
Chapter/Team Trainings	Variable	Process evaluation

## APPENDIX C: CURRICULUM EFFORTS

### [Curry School of Education](#)

#### **EDHS 2240/5240 - (3) Substance Abuse/Substance Abuse in Society**

Examines substance abuse and use in contemporary society. Treats topics from a multi-disciplinary perspective and includes biological, pharmacologic, cultural, social, psychological, political, economic, and legal aspects of substance abuse. Analyzes patterns of addiction, intervention, and rehabilitation with respect to alcoholism and other drugs. Examines assessments of costs, options, and alternatives to addiction, along with educational efforts toward prevention. Class discussions are an integral part of this course. Taught at the graduate level as EDHS 5240.

#### **EDHS 2890 – (2) Personal Development**

This course is designed for first-year students to assist them in identifying, clarifying, developing and critiquing personal needs and values. Emphasis will be placed on ramifications of personal values, especially in the areas of interpersonal relationships, academics, diversity, goal setting, lifestyle choices, career planning, healthy behaviors, responsibility and commitment in the areas of personal actions, community service and leadership.

#### **EDHS 3240 - (3) Peer Health Education**

*Prerequisite:* instructor permission

Academic content and training on various health topics for college students.

#### **EDHS 3500 - (1-3) Practicum in Peer Alcohol Education**

*Prerequisite:* instructor permission

Topical offerings in the subject of human services.

#### **EDHS 3850 – (3) Introduction to Counseling**

What is counseling? How do counselors work with clients whose values differ from their own? What are some evidence-based practices used in various settings? How might race, gender, and class influence the counseling relationship? The answers to these and many other questions will be explored through small and large group discussions, conversations with community stakeholders, role-plays, and individual and team research.

#### **EDHS 3895 - (3) Peer Counseling Theory and Skills**

This course explores the evolution of counseling theories of helping and considers how these theories can be used to better understand how and when one chooses to use peer helping interventions within a college setting. It is designed for all students interested in a career in helping, with emphasis on those who want to impact the student experience.

#### **EDHS 4810 – (3) Personal Adjustment and the Science of Happiness**

Examines social and emotional adjustment within the context of normal development. Encompasses problems associated with the developmental process.

**EDHS 5240: Substance Abuse in Society**

Examines substance abuse and use in contemporary society from a multi-disciplinary perspective including biological, pharmacologic, cultural, social, psychological, political, economic, and legal aspects of substance abuse. Analyzes patterns of addiction, intervention, and rehabilitation with respect to alcoholism and other drugs. Examines assessments of costs, options, and alternatives to addiction, along with educational efforts toward prevention. Class presentations and discussions are an integral part of this course.

**EDHS 5241 – (3) Peer Support Programs: Research, Design, & Evaluation**

Prerequisite: must have completed EDHS 3895

This course helps prepare students for their roles as advanced peer student supporters. The course builds on the basic understanding of the role and function of peer counselors. This course helps develop the more advanced functions of the peer support personnel: planning, implementation, and management of peer support programs, legal and ethical issues in peer support programming, and evaluation and accountability of programs and interventions.

**EDHS 5500 – (3) Topics in Health Promotion**

*Prerequisite: Instructor Permission*

These are designed as pilot courses to meet new program requirements and changing needs in the field. Used also to offer experimental courses, and courses under development, these are offered and announced on a semester-to-semester basis. May be graded S/U, depending on the instructor, and may be repeated.

**EDHS 7120 – (3) Prevention Intervention Assessment**

A clinical-methods course focusing on clinical decisions as they relate to prevention, screening, history taking, and current models of evaluation, intervention and counseling across (a) service-delivery sites in the continuum of care and (b) clinical populations. Additional emphases include culturally diverse populations, professional ethics, and clinical writing.

**EDHS 7210 – (3) Introduction to the Profession of Counseling**

Prerequisite: Counselor education majors or instructor permission; required of all counselor education master's degree students. An introduction and professional orientation to: the history of the profession of counseling; the sociocultural, economic, philosophical, theoretical, and political bases of the profession; advocacy in the counseling profession; identity of professional counselors; and a survey of career opportunities for counselors.

**EDHS 7230 – (3) Theories and Techniques of Counseling**

Prerequisite: Counselor education majors or instructor permission.

Analysis of theoretical approaches to counseling and representative techniques for each. Particular attention will focus on values and multicultural issues and their impact on the counselor, client, and process of counseling.

**EDHS 7270 – (3) Research in Counseling**

Prerequisite: Counselor education majors or instructor permission.

Examines the role of research in the counseling profession, emphasizing the activities of the counselor as both a consumer and a producer of research.

### **EDHS 7290 – (3) Essential Counseling Skills**

Prerequisite/Corequisite: EDHS 7210, 7230 or instructor permission.

This initial course in counseling is required for all master's level students in the counselor Education program. The primary focus is on fundamental attitudes, knowledge, and skills necessary for developing effective helping relationships. A key feature of this course is the opportunity to practice essential counseling skills and experience the counseling process in a safe, controlled environment. This course also encourages self awareness and self exploration so that students can gain an understanding of how their own personal experiences, preferences, feelings, values, and world views impact their practice as a counselor.

### **EDHS 7680- (3) Psychopathology**

Prerequisite: EDHS 7620 and instructor permission.

Analyzes the etiology, development, and manifestations of various forms of emotional and social maladjustment in children, adolescents, and adults. Emphasizes developing the conceptual understanding necessary for differential diagnosis, symptom assessment, and use of the DSM system. Stresses the importance of cultural, social, and developmental factors.

### **EDHS 8500 – (3) Biological Bases of Behavior**

Prerequisite: Instructor and advisor permission.

Additional sections on special topics may be offered subject to sufficient student interest. Section 1: Adapted Physical Education; Section 2: Athletic Training; Section 3: Biomechanics; Section 4: Exercise Physiology; Section 5: Health Promotion; Section 6: Motor Development; Section 7: Sports Medicine; Section 8: Strength Training; Section 9: Pedagogy

### **EDHS 3020 – (3) Contemporary Health Issues**

Discussion of major topics in public health, including chronic diseases, such as child and adult obesity, diabetes, hypertension, cancer, cardiovascular disease, muscle and bone diseases, and mental illness. There is a strong emphasis on fitness, nutrition, and other lifestyle choices to modify disease risk. Eating disorders and athlete medical issues are also discussed.

### **EDHS 3050 – (3) Nutrition**

Prerequisite: Instructor permission.

Studies the basic principles of nutrition, including psychosocial-cultural considerations in dietary intake. Focuses on nutrient sources and actions, digestion, special population needs, weight control, food faddism, international problems, nutrition education, and nutrition-related disorders. Taught at the graduate level as EDHS 5630; credit may not be earned for both EDHS 4630 and 5630.

### **EDHS 8240 – (3) Substance Abuse Counseling**

Prerequisite: EDHS 7210, 7230, Counselor Education major, or instructor permission.

Introduction to substance abuse counseling. Provides an understanding of the disease concept and other views of addiction, different methods of treating substance abuse, the process of recovery, the Twelve Step model, the role of the family in addiction, and counseling issues such as confronting denial, intervention, family counseling, relapse, and the role of the counselor in treatment. Emphasis is placed on developing skills through role play, case study, and interactions with substance abuse counselors and clients.

### **EDHS 8340- (3) Counseling Children and Adolescents**

Prerequisite: EDHS 7210, 7230, EDLF 7160, or instructor permission.

Explores concerns and problems that children and adolescents present to counselors. Focuses on applying developmental theories and examines resources and helping strategies appropriate for counseling children and adolescents.

### **EDLF 5011 – (3) Adolescent Learning and Development**

This course examines adolescent learning and development and is designed for students who plan to teach in secondary schools. Adolescent cognitive, physical, and social development is considered from a multi-level (e.g., school, family, community) perspective. In identifying links between these domains and learning, three themes emerge: individual variability and diversity, developmental trends, and translating educational research to practice.

### **EDLF 5010 - (3) Child Learning and Development**

This course examines children's learning and development in the elementary school grades. The course, designed for students who plan to become teachers, focuses on cognitive development (e.g., the role of the brain in learning, misconceptions, transfer) and social development (e.g., relationships, moral development). Three themes emerge: individual variability and diversity, development, and translation from research to practice.

### **EDLF 8648 - (3) College Student Development**

This course promotes an understanding of contemporary, traditional-aged college students from sociological, psychological, and historical perspectives. Topics include the social and cultural context of entering college students, student development theory, student outcomes assessment, student attrition, and the dynamics of student change.

## **College of Arts and Sciences**

### **ANTH 2280 - (3) Medical Anthropology**

The course introduces medical anthropology, and contextualizes bodies, suffering, healing and health. It is organized thematically around a critical humanist approach, along with perspectives from political economy and social constructionism. The aim of the course is to provide a broad understanding of the relationship between culture, healing (including and especially the Western form of healing known as biomedicine), health and political power.

### **ANTH 3130/7130 – (3) Disease, Epidemics, and Society**

Prerequisite: introductory anth or soc course

Topics covered in this course will include emerging diseases and leading killers in the twenty-first century, disease ecology, disease history and mortality transitions, the sociology of epidemics, the role of epidemiology in the mobilization of public health resources to confront epidemics, and the social processes by which the groups become stigmatized during disease outbreaks.

### **BIOL 1210 – (3) Human Biology and Disease**

Introduces basic biological principles as illustrated in the human organism. Emphasizes the disruption of normal functions by disease either inherited or acquired.

### **PHS 7610 – (3) Health Promotion and Health Behavior**

*Pre-requisites: Graduate Student, Instructor Permission*

Public Health is a multi-disciplinary field that attempts to help individuals and communities prevent illness and maintain and improve health. These health promotion activities are accomplished through the development of programs and policies and associated study of these activities. Although we recognize that there are many factors that impact individuals and population health outcomes, this course will explore the social and behavioral aspects of health as well as the relationship between health behavior and community, society and the environment.

### **PSYC 2600 – (3) Introduction to Social Psychology**

Surveys major topics in social psychology, including personal perception and social cognition, attitudes and persuasion, interpersonal influence, interpersonal attraction, and helping relationships. Considers research theory and applications of social psychology.

### **PSYCH 3140-(3) Abnormal Psychology**

Introduces psychopathology with a focus on specific forms of abnormal behavior: depression, schizophrenia, anxiety disorders, substance use disorders, and personality disorders. (In some terms, an optional 1-credit discussion section is available.) Prerequisite: Six credits of psychology or instructor permission.

### **PSYC 3840- (3) Adolescence: Theory and Development**

Course focus: 1) Background and theories of adolescence, 2) contributions to adolescence from: puberty, intellectual growth, and identity formation, 3) contexts of adolescence: the family situation, peer groups, school, and culture, 4) special topics of adolescence; religious, moral, and sexual development, sex roles, career planning (and achievement), disorders (drugs, delinquency, depression, suicide, etc.). Prerequisite: PSYC 2700 or 6 hours in Psychology.

### **SOC 2220 – (3) Social Problems**

Analyzes the causes and consequences of current social problems in the United States: race and ethnic relations, poverty, crime and delinquency, the environment, drugs, and problems of educational institutions.

### **SOC 3700 – (3) Health and Society**

This course explores the social dimensions of health and illness, focusing especially on the social experience of illness, the social determinants of disease, and the role and meaning of medicine and public health in modern U.S. society. The class examines how we define health problems and their solutions, and it considers the ways in which race, gender, class, age, and sexuality matter for understanding health-related experiences and discourses.

### **School of Nursing**

### **NUCO 4100 – (5) Nursing Management of Common Health Problems**

Prerequisite: All third-year courses.

Focuses on the use of the nursing process in managing commonly-occurring acute and chronic health problems affecting adults. Emphasizes the collaborative and independent functions of the nurse, and includes clinical practice in a variety of settings.



**NUCO 4300 – (4) Psychiatric-Mental Health Nursing**

Prerequisite: All third-year courses.

Provides the opportunity to learn and utilize biopsychosocial concepts in the care of mentally ill and substance abusing individuals. Focuses on assessment strategies, nursing interventions, plans of care, and the rehabilitative processes for a variety of acute and chronic problems. Includes clinical practice in a variety of hospital and community settings.

**NUCO 4600 – (4) Community Health Nursing**

Prerequisite: All third-year courses.

Provides a foundation for nursing practice in community health by emphasizing the application of concepts and theories. Through a focus on family- and community-oriented nursing practice, students expand their roles from caring for an individual within a family to assessing and intervening to solve family and community health problems. Examines the influence of political, socioeconomic, and ecological issues on the health of populations. Includes clinical practice in selected community agencies.

**GNUR 6400 (3) Community Assessment**

This course focuses on the health of communities and the process of assessment. Analysis of theoretical frameworks, assessment models, health care delivery systems, and special population groups as they relate to current health issues are emphasized.

**GNUR 8610 – (3) Health Promotion and Health Behavior Research**

This course focuses on developing theory-based and evidence-based knowledge for health promotion and health behavior. Through critique of theory and research, applications for health promotion and health behavior interventions will be explored. Multidisciplinary perspectives and issues related to health and health behavior will be examined for the advancement of health promotion through nursing and public health practice.

## APPENDIX D: ENFORCEMENT EFFORTS

### University Police Department

- The UVA Police Department consists of over 130 employees including sworn Police Officers certified by the Commonwealth of Virginia, Community Service Officers, and Administrative Personnel. Patrols of the Grounds and Health System are done by foot, vehicles, bicycles, motor scooters, and motorcycles.
- The University Police Department collects non-federally mandated statistics on alcohol violations.

### University Judiciary Committee

- The student-run Judiciary Committee adjudicates alleged violations of the Student Code of Conduct, including those around alcohol use.
- The committee may sanction students to the BASICS program coordinated by the Gordie Center for Substance Abuse Prevention and/or assign community service or other assignments pertaining to the policy violation.

### Data on sanction classes:

#### 2014-15

219 students were referred for substance use issues

- 16 students enrolled in the *Marijuana 101* sanction class of whom 13 completed (81%).
- 56 students enrolled in the *Under the Influence* sanction class, including 1 fraternity chapter (n=34) of whom 16 completed (30%).
- 147 students registered for the BASICS program, including two fraternity chapters (n=73) of whom 58 completed the program including the one-on-one in person session.

#### 2015- 16:

353 students were referred for substance use issues

- 342 referred to BASICS of whom 294 completed the survey and one-on-one follow up meeting (86%). 32 students completed the survey but not the required meeting.
- 12 were referred to the online *Marijuana 101* course, of whom 10 completed (83%).
- 3 students were referred to the online *Under the Influence* course, of whom 3 completed (100%)

## APPENDIX E: EVALUATION EFFORTS

### University Police Department Data

Presented below are the arrests and referral statistics for select offenses. These data include reports from other police departments and other University departments.

Offense	On-campus		On-Campus Housing		Non-campus		Public Property	
	2014	2013	2014	2013	2014	2013	2014	2013
<b>Liquor Law Violation</b>								
Arrest	22	12	0	1	0	2	62	18
Disciplinary Referral	609	581	584	525	0	2	5	3
<b>Drug Law Violation</b>								
Arrest	19	26	4	6	0	1	20	11
Disciplinary Referral	29	20	0	2	0	0	0	0
<b>Weapon Law Violation</b>								
Arrest	5	0	0	0	0	0	3	0
Disciplinary Referral	0	0	0	0	0	0	0	0

## Evaluation of Online Alcohol Education Program

The Alcohol-Wise module intends to clarify personal choices about drinking habits and attitudes towards alcohol consumption, and how alcohol can affect academic progress and social behavior. The module serves as a prevention tool, as well as a mode of intervention for alcohol and drug use. In addition to receiving personalized feedback, participants also are made aware of self-referral tools and University resources. The module design includes pre- and post-course assessments to provide measurements of behavior change and knowledge gained. Participants also received confidential, personalized feedback that compares personal use to University-wide norms.

### Results

Out of the 11,844 undergraduate students enrolled in the Fall 2015 semester, 11,695 students completed Part 1 (98% completion rate). There were 9,882 completions of Part 2, which was 84% of those who completed Part 1, and 83% of total enrollments.

There was a significant decrease of 0.02 in eBAC levels after the module in both male and female U.Va. undergraduate students. An eBAC level of 0.02 is equivalent to 1 drink for a female and 1-2 drinks for a male. A change of 0.02 in eBAC is an indication of decreased risk of experiencing negative consequences.

Conversely, results for protective behaviors and negative consequences were mixed. Although the results demonstrated module efficacy in increasing certain protective behaviors and reducing certain negative consequences, there also were reductions in certain protective behaviors and increases in negative consequences. The largest percentage of behavior adoption (No → Yes) was 15.29% of the study population who began alternating non-alcoholic with alcoholic beverages post-module. Alternatively, the smallest percentage of behavior adoption was 6.35% of the study population who began to eat before and/or during drinking after the module. 72.42% of U.Va. undergraduate students used a designated driver and 82.70% of students ate before and/or during drinking, both before and after the module. 15.85% of students stopped having a friend let them know when they've had enough to drink.

## Appendix F: Policies

### Policy: Use of Alcoholic Beverages and Prohibition of Other Drugs

**Applies To:** All University of Virginia academic division employees and students.

**Reason for Policy:** The purpose of this policy is to regulate the sale and service of alcoholic beverages on University property and to inform the University community of state and federal laws and penalties concerning unlawful substance use and abuse; health and behavioral risks of alcohol abuse and drug use; and resources for treatment and educational programming in accordance with federal law. [Drug-Free Schools and Campuses Regulations; 20 U.S.C. 1011i and 34 C.F.R. Section 86.100 (a) (1).]

**Definition of Terms in Statement:** **University Function:** Any activity that is conducted or sponsored by a University office, department or by University personnel, and is done on behalf of the University, whether the activity is conducted on or off Grounds.

**University Office or Department:** Any office or department whose reporting line culminates with the Board of Visitors. A student organization with a Contracted Independent Organization Agreement or a Fraternal Organization Agreement, or a University foundation is not considered a University office or department.

**University Personnel:** University employees who have a direct reporting relationship that culminates with the Board of Visitors or who are appointed through University Human Resources and paid through University payroll to perform services that are subject to the will and control of the University.

**University Property:** Land or buildings that the University owns or leases and that is under the direct control of the Board of Visitors. University property also includes premises the University uses for activities of its offices, departments, personnel or students.

**Policy Statement:** The University of Virginia prohibits the illegal or otherwise irresponsible use of alcohol and other drugs. It is the responsibility of every member of the University community to know the risks associated with substance use and abuse. This responsibility obligates students and employees to know relevant University policies and federal, state and local laws, and to conduct themselves in accordance with these laws and policies. To these ends, the University publishes the following information regarding University policies and sanctions, laws and penalties concerning substance use and abuse, health and behavioral risks of drug use, and resources for treatment and educational programming.

#### **1. Alcohol**

Virginia laws concerning the purchase, possession, consumption, sale and storage of alcoholic beverages include the following:

1. Any sale of an alcoholic beverage requires a license from the Virginia Alcoholic Beverage Control (ABC) Board; "Sale" and "sell" includes soliciting or receiving an order for; keeping, offering or exposing for sale; peddling, exchanging or bartering; or delivering otherwise than gratuitously, by any means, alcoholic beverages;
2. Alcoholic beverages are not to be given, sold or served to persons under 21 years of age;
3. Alcoholic beverages are not to be given, sold or served to persons who are intoxicated;
4. Virginia law prohibits: drinking in unlicensed public places; possession, consumption or purchase of an alcoholic beverage by a person under 21 years of age; falsely representing one's age for the purpose of procuring alcohol; purchasing, giving, providing, or assisting in providing an alcoholic beverage for a person who is under 21 years of age; public intoxication; and providing alcohol to an intoxicated person. "Public place" means any place, building, or conveyance to which the public has, or is permitted to have, access, including restaurants, and any park, highway, street, lane, or sidewalk adjoining any highway, street, or lane.

The University of Virginia assumes no responsibility for any liability incurred at any event not sponsored by the University where alcohol is served and/or sold. Students and members of Contracted Independent Organizations or of organizations with a Fraternal Organization Agreement are obliged to conduct themselves in accordance with the laws of the Commonwealth of Virginia and assume full responsibility for their activities and events.

## **2. Areas of Emphasis**

1. Except as expressly permitted in this policy under Item 11 of the "Areas of Emphasis," any use of alcohol (a) in a public area on University property or (b) at a University function in which University of Virginia students will be present must be approved a minimum of one week in advance in writing by the Vice President and Chief Student Affairs Officer or his or her designee using the online Approval Request for Use of Alcohol Beverages form.
2. Alcoholic beverages may not be served at any University function or event held on property that will be attended by underage University of Virginia students. Requests for exceptions must be presented to the Vice President and Chief Student Affairs Officer or his or her designee. If an exception is granted, personnel trained in the University's Alcohol Risk Management program must be present to supervise the service of alcohol. The Event Manager(s) must successfully complete the University's free online Alcohol Risk Management class (see course details and registration).
3. Events, whether planned or spontaneous, involving the possession/distribution/consumption of alcoholic beverages are prohibited in and around the first-year residence halls.
4. Non-alcoholic beverages and food items must be present at University functions where alcoholic beverages are served.

5. Alcoholic beverages may not be mentioned in the advertising or publicizing of a University function.
6. Sponsors serving alcohol at University functions shall not permit the entry or exit of persons with beverage containers.
7. Sponsors must check for proper age identification of individuals attending events when alcohol is served and underage U.Va. students may be present.
8. A student may not let another person use his or her I.D. for the purpose of obtaining an alcoholic beverage, nor may a student use another person's I.D. to obtain alcoholic beverages.
9. University Dining Services, the University Programs Council, and Nutrition Services have ABC licenses for the purpose of serving alcoholic beverages on University property and may be contracted to provide this service.
10. Members of the University community living in University property and their invited guests who are lawfully permitted to purchase, possess and use alcohol may do so in the residence or on any immediately adjacent area devoted to residential use; they should not do so, however, in public places or in any area on University property devoted to common use. The presence of underage family members, employees or guests does not preclude the serving of alcohol in a residence that is University property, provided an appropriate of-age family member and/or host is willing to assume the legal responsibility for ensuring compliance with Virginia and federal law and University policy.
11. Possession of kegs, pony kegs, or beer balls is prohibited in residence facilities that are University property.
12. For events requiring U.Va. approval to serve alcohol as outlined in Item 1 of the "Areas of Emphasis," the Event Host is responsible for following all federal and Virginia laws and University policies that apply to the serving and/or selling of alcoholic beverages.

*Any student found in violation of this policy is subject to the entire range of University Judiciary Committee sanctions described in the Statement of Students' Rights and Responsibilities, including suspension and expulsion. University personnel found in violation of this policy are subject to appropriate personnel sanctions.*

### **3. Drugs**

Unauthorized manufacture, distribution, use and possession of "controlled substances" (illegal drugs), including prescription drugs, marijuana and cocaine, are prohibited by both Virginia and federal law and are punishable by severe penalties. The University does not tolerate or condone such conduct. Students and employees who violate Virginia or federal drug laws may be referred by University authorities for criminal prosecution.

Whether or not criminal charges are brought, all students and employees are subject to University discipline for illegally manufacturing, distributing, possessing or using any controlled substance (i) on University property, (ii) at University functions, or (iii) under other circumstances involving a direct and substantial connection to the University. *Any*

*student found to have engaged in such conduct is subject to the entire range of University Judiciary Committee sanctions described in the Statement of Students' Rights and Responsibilities, including suspension and expulsion. University personnel found in violation of this policy are subject to appropriate personnel sanctions.*

**A. Federal and Commonwealth of Virginia (Virginia) Penalties.** Federal and Virginia law penalizes the unlawful manufacturing, distribution, use, and possession of controlled substances, including prescription drugs. Synthetic designer drugs such as “bath salts,” “plant food,” and “carpet cleaner,” contain mixtures of many different chemicals, including those that resemble cocaine, methamphetamine, and MDMA or “ecstasy.” Federal law makes the distribution of “analogue” substances marketed for human consumption illegal if those substances are chemically similar to a scheduled illegal drug and have the same pharmacological effect on a user. The penalties vary based on many factors, including the type and amount of the drug involved, and whether there is intent to distribute. Federal law sets penalties for first offenses ranging from less than one year to life imprisonment and/or fines up to \$10million. Penalties may include forfeiture of property, including vehicles used to possess, transport or conceal a controlled substance, and the denial of professional licenses or federal benefits, such as student loans. The punishment for the possession and/or distribution of a controlled substance analogue is up to twenty years in prison and a fine of up to \$1 million. Convictions under Virginia law may be misdemeanor or felony crimes with sanctions ranging from probation to life imprisonment and/or fines of up to \$1 million. Virginia law specifically prohibits the sale, gift, distribution, and possession of synthetic cannabinoids, which carry penalties as a Class 6 felony.

Federal law holds that any person who distributes, possesses with intent to distribute, or manufactures a controlled substance on or within one thousand feet of an educational facility is subject to a doubling of the applicable maximum punishments and fines. A similar Virginia law carries sanctions of between one and five years imprisonment and up to a \$100,000 fine for similar violations.

**B. Intercollegiate Athletics Department's Drug/Alcohol Policy.** The Intercollegiate Athletics Department of the University has additional written policies which are presented to each student-athlete annually prior to participation. These policies encompass mandatory drug testing, sanctions as a result of positive tests, specific programs of education relative to drug and alcohol use and abuse, and counseling and rehabilitation programs.

**C. Drug-Free Workplace Policy.** The use of alcohol or illegal drugs by all employees while on University property, including during meal periods and breaks, is absolutely prohibited. The use of alcohol may be authorized in advance by the University for approved University functions. No employee will report to work while under the influence of alcohol or illegal drugs. Violations of these rules by an employee will be reason for evaluation/treatment for a substance use disorder or for disciplinary action, up to and including dismissal.



#### **4. Health and Behavioral Risks**

The negative physical and mental effects of the use of alcohol and other drugs are well documented. Use of these drugs may cause: blackouts, poisoning, overdose, and death; physical and psychological dependence; damage to vital organs such as the brain, heart, and liver; inability to learn and remember information; and psychological problems, including depression, psychosis, and severe anxiety. Risks associated with specific drugs are described later in this section.

Impaired judgment and coordination resulting from the use of alcohol and other drugs are associated with acquaintance assault and rape; DUI/DWI arrests; hazing; falls, drowning and other injuries; contracting sexually transmitted infections, including HIV; and unwanted or unplanned sexual experiences and pregnancy.

Substance abuse by family members and friends may also be of concern to individuals. Patterns of risk-taking behavior and dependency not only interfere in the lives of the abusers, but can also have a negative impact on the affected student's academic work, emotional well-being and adjustment to college life.

Individuals concerned about their own health or that of a friend should consult a physician or mental health professional. More information and assistance can be obtained by contacting one of the University's substance abuse resources listed in the Consultation and Treatment section of this policy.

***Alcohol:*** Alcohol abuse is a progressive disorder in which physical dependency can develop. Even low doses of alcohol impair brain function, judgment, alertness, coordination and reflexes. Very high doses cause suppression of respiration and death. Chronic alcohol abuse can produce dementia, sexual impotence, cirrhosis of the liver, and heart disease, and sudden withdrawal can produce severe anxiety, tremors, hallucinations, and life-threatening convulsions.

***Bath Salts (synthetic cathinones):*** Synthetic drugs, unlike plant-based drugs, are produced in a laboratory and resemble controlled substances in molecular structure and actual (or purported) physiological effect. These synthetic drugs contain mixtures of many different chemicals, including those that resemble cocaine, methamphetamine, and MDMA or "ecstasy." Ingestion of these substances can cause severe and unanticipated physical reactions such as nausea, heart failure, and stroke, as well as psychotic reactions including paranoia, delusions, suicidal ideation, and violent outbursts. Under federal law, they and are considered Controlled Substance Analogues and subject to the same penalties as the drugs they mimic.

***Cocaine:*** Cocaine stimulates the central nervous system. Immediate physical effects include dilated pupils and increased blood pressure, heart rate, respiratory rate, and body temperature. Occasional use can cause a stuffy or runny nose, while chronic use may destroy nasal tissues. Following the "high" of extreme happiness and a sense of unending energy is a cocaine "crash," which includes depression, dullness, intense anger, and paranoia. Injecting cocaine with contaminated equipment can lead to infection with HIV,

hepatitis, and other diseases. Tolerance develops rapidly, and psychological and physical dependency can occur. The use of cocaine can cause kidney damage, heart attacks, seizures, and strokes due to high blood pressure. Death can occur by cardiac arrest or respiratory failure.

***Depressants:*** Barbiturates and benzodiazepines are two of the most commonly used groups of these drugs. Barbiturates include Phenobarbital, Seconal and Amytal; benzodiazepines include Ativan, Dalmane, Librium, Xanax, Valium, Halcyon, and Restoril. These drugs are frequently used for medical purposes to relieve anxiety and to induce sleep. Physical and psychological dependence can occur if the drugs are used for longer periods of time at higher doses. Benzodiazepine use can cause slurred speech, disorientation, and lack of coordination. If taken with alcohol, use can lead to a coma and possible death.

***Hallucinogens:*** This category includes phencyclidine (PCP or “angel dust”) and amphetamine variants, which have mind-altering effects. Perception and cognition are impaired, and muscular coordination decreases. Speech is blocked and incoherent. Chronic users of PCP may have memory problems and speech difficulties lasting six months to a year after prolonged daily use. Depression, anxiety, and violent behavior also occur. High psychological dependence on the drug may result in taking large doses of PCP. Large doses produce convulsions, comas, and heart and lung failure.

Lysergic acid diethylamine (LSD or “acid”), mescaline and psilocybin (mushrooms) cause illusions, hallucinations and altered perception of time and space. Physical effects include dilated pupils, elevated body temperature, increased heart rate and blood pressure, decreased appetite, insomnia, and tremors. Psychological reactions include panic, confusion, paranoia, anxiety, and loss of control. Flashbacks, or delayed effects, can occur even after use has ceased.

***Marijuana (Cannabis):*** Marijuana has negative physical and mental effects. Physical effects include elevated blood pressure, a dry mouth and throat, bloodshot and swollen eyes, decrease in body temperature, and increased appetite. Frequent and/or longtime users may develop chronic lung disease and damage to the pulmonary system.

Use of marijuana is also associated with impairment of short-term memory and comprehension, an altered sense of time, and a reduction in the ability to perform motor skills such as driving a car. Marijuana abuse can also produce listlessness, inattention, withdrawal, and apathy. Abuse can intensify underlying emotional problems and is associated with chronic anxiety, depression, and paranoia.

***Narcotics:*** Narcotics include heroin, methadone, morphine, codeine, OxyContin, Vicodin, and opium. After an initial feeling of euphoria, usage causes drowsiness, nausea, and vomiting. Effects of overdose include slow and shallow breathing, clammy skin, convulsions, coma, and possible death. Physical and psychological dependence is high, and severe withdrawal symptoms include watery eyes, runny nose, loss of appetite, irritability,

tremors, panic, cramps, nausea, chills, and sweating. Use of contaminated syringes may lead to infection with HIV, hepatitis and other diseases.

***Stimulants:*** Amphetamines and other stimulants include “ecstasy” and “ice” as well as prescription drugs such as Adderall and Ritalin. The physical effects produced are elevated heart and respiratory rates, increased blood pressure, insomnia, and loss of appetite. Sweating, headaches, blurred vision, dizziness, and anxiety may also result from use. High dosage can cause rapid or irregular heartbeat, tremors, loss of motor skills and even physical collapse. Long-term use of higher doses can produce amphetamine psychosis, which includes hallucinations, delusions, and paranoia.

***Synthetic marijuana (Spice, K2):*** Amphetamines and other stimulants include “ecstasy” and “ice” as well as prescription drugs such as Adderall and Ritalin. The physical effects produced are elevated heart and respiratory rates, increased blood pressure, insomnia, and loss of appetite. Sweating, headaches, blurred vision, dizziness, and anxiety may also result from use. High dosage can cause rapid or irregular heartbeat, tremors, loss of motor skills and even physical collapse. Long-term use of higher doses can produce amphetamine psychosis, which includes hallucinations, delusions, and paranoia.

## **5. Substance Abuse Resources**

### **A. Educational Programming**

*Gordie Center for Alcohol and Substance Education* — The coordinating body for substance abuse prevention and education at the University. ([gordiecase@virginia.edu](mailto:gordiecase@virginia.edu) or 924- 5276).

*University Police Department* — Officers provide information and seminars in the legal aspects of areas related to substance abuse (924-7166).

*Alcohol and Drug Abuse Prevention Team (ADAPT)* — A peer education group sponsored by Student Health's Gordie Center for Alcohol and Substance Education that promotes awareness, provides educational outreach, and serves as accessible resources for students ([adapt-UVA@virginia.edu](mailto:adapt-UVA@virginia.edu) or 924-5276).

*Peer Health Educators (PHEs)* — A peer education group sponsored by Student Health's Office of Health Promotion that provides informal educational sessions on alcohol, drugs, and other health issues (924-1509).

*Student Athlete Mentors (SAMs)* — The Gordie Center for Alcohol and Substance Education and the Intercollegiate Athletics Department recruit and train members of each athletic team to coordinate alcohol education programs for their teams and to serve as internal resources on University services (924-5276).

*Hoos in Recovery* — An association of University undergraduate and graduate students, staff, faculty, and alumni in recovery from alcoholism or addiction. The group meets twice monthly ([HoosInRecovery@virginia.edu](mailto:HoosInRecovery@virginia.edu) or 924-5276).

## B. Consultation and Treatment

*Student Health - Counseling and Psychological Services (CAPS)* — Substance use consultations, comprehensive mental health evaluations, including risk assessments for all substance presentations, treatment and/or referral for students and concerned friends or family is available (924-5556).

*Faculty and Employee Assistance Program (FEAP)* — Free and confidential, short term assessment and counseling for faculty, staff, and their family members. FEAP staff are licensed mental health professionals, EAP certified, and have expertise in personal, work, family, mental health and substance abuse issues. Consultation is also provided for chairs, faculty administrators and staff supervisors on various management issues. Contact 434-243-2643 for further information or to schedule an appointment.

[Center for Addiction Research and Education \(CARE\)](#) — A research and treatment clinic, with locations at UVA and in Richmond, testing innovative treatments for addictive behaviors. (434-243-0549 or 434-243-0541).

[The Excelsior Program](#) — Treatment for addiction (434-243-7381).

**Procedures:** Approval to use alcohol at an event on University property or at a University function involving University of Virginia students requires approval a minimum of one week in advance in writing from the Vice President and Chief Student Affairs Officer or designee. Please submit the [Approval Request for Use of Alcohol Beverages form](#) to request approval.

### ABC Guidelines:

LICENSE TYPE	QUALIFICATIONS	AUTHORIZES	LICENSE FEES
Banquet	Issued to an individual for a PRIVATE event, guests by invitation. Event NOT for personal monetary gain.	Beer and/or wine sales; complimentary beer, wine or mixed beverages, BYOB	\$40 - State license fee + \$15 - Nonrefundable fee \$55 - Single-day rate + \$40 - Each additional day
Banquet-Special Event	Issued to a duly organized nonprofit corporation or association. A public or private event, conducted for an athletic, charitable, civic, educational, political or religious purpose. Event NOT for personal monetary gain.	Beer and/or wine sales; BYOB	\$40 - State license fee + \$15 - Nonrefundable fee \$55 - Single-day rate + \$40 - Each additional da

### [Special Event Licenses](#) (ABC)

"Public place" means any place, building, or conveyance to which the public has, or is permitted to have, access, including restaurants, soda fountains, hotel dining areas, lobbies and corridors of

hotels, and any park, place of public resort or amusement, highway, street, lane, or sidewalk adjoining any highway, street, or lane.

The term shall not include (i) hotel or restaurant dining areas or ballrooms while in use for private meetings or private parties limited in attendance to members and guests of a particular group, association or organization; (ii) restaurants licensed by the Board in office buildings or industrial or similar facilities while such restaurant is closed to the public and in use for private meetings or parties limited in attendance to employees and nonpaying guests of the owner or a lessee of all or part of such building or facility; (iii) offices, office buildings or industrial facilities while closed to the public and in use for private meetings or parties limited in attendance to employees and nonpaying guests of the owner or a lessee of all or part of such building or facility; or (iv) private recreational or chartered boats which are not licensed by the Board and on which alcoholic beverages are not sold.

"Sale" and "sell" includes soliciting or receiving an order for; keeping, offering or exposing for sale; peddling, exchanging or bartering; or delivering otherwise than gratuitously, by any means, alcoholic beverages. [Reference: <http://lis.virginia.gov/cgi-bin/legp604.exe?000+cod+4.1-100>]

## Student Rights and Responsibilities

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### Introduction

The University of Virginia is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. The University is committed to supporting the exercise of any right guaranteed to individuals by the Constitution and the Code of Virginia and to educating students relative to their responsibilities.

### Student Rights

The University of Virginia seeks to maintain an environment where students have the following rights:

- *Expression* - Students can freely examine and exchange diverse ideas in an orderly manner inside and outside the classroom;
- *Association* - Students can associate freely with other individuals, groups of individuals and organizations for purposes which do not infringe on the rights of others;
- *Freedom from Discrimination* - Students can expect to participate fully in the University community without discrimination as defined by federal and state law and University regulations;
- *Safe Environment* - Students can function in their daily activities without unreasonable concerns for personal safety;
- *Discipline* - Students can expect discipline to be implemented through established procedures containing all elements of due process for the adjudication of charges, and the opportunity for continued University involvement (as appropriate) until the resolution of the charges;
- *Privacy* - Students are free of unreasonable intrusions into personal records and/or matters relevant to identity, living space and well being;
- *High Quality Resources* - Students have access to high quality resources which support intellectual and social development;
- *Counseling* - Students have access to support in managing personal adjustments, understanding self and others, and career planning and personal decision making;
- *Grievance Process* - Students have access to established procedures for respectfully presenting and addressing their concerns/complaints to the University;
- *Learning Beyond Formal Instruction* - Students have access to a variety of activities beyond the classroom, which support intellectual and personal development.
- *Education* - Students have access to excellent faculty, academic technology, classrooms, libraries, presentations and other resources necessary for the learning process.
- *Personal Growth* - Students live and study in a setting that fosters personal growth.
- *Participation in Community Affairs* - Students have opportunities to interact with people and institutions both within and beyond the University community.
- *Student Activity Fee Refunds* - Students may apply for a partial refund of their student activity fee if they do not wish to support the particular speech activities of some student organizations receiving these funds.
- *University Governance* - Students participate in the governance of the University, with opportunities including but not limited to the Honor, Judiciary and Bad Check Committees,

allocations of student activities fees, programming (University Programs Council), Residence Life (resident staff and house councils), and through membership on University and school committees.

- *Prompt Responses from Administration* - Students have the right to expect prompt and courteous responses from the University's academic and administrative departments.
- *Academic and Administrative Policies* - Students can expect academic and administrative policies that support intellectual inquiry, learning, and growth.

## Student Responsibilities

The exercise and preservation of these freedoms and rights require a respect for the rights of all in the community. Students enrolling in the University assume an obligation to conduct themselves in a manner that is civil and compatible with the University's function as an educational institution. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University, or with the rights of other members of the University, cannot be tolerated. In order to fulfill its functions of imparting and gaining knowledge, the University has the authority and responsibility to maintain order within the University and to exclude those who are disruptive of the educational process.

## Standards of Conduct

The University of Virginia is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. It is committed to preserving the exercise of any right guaranteed to individuals by the Constitution. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University or with the rights of other members of the University cannot be tolerated. Students enrolling in the University assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the University retains the power to maintain order within the University and to exclude those who are disruptive of the educational process.

Generally, prohibited conduct for which a student is subject to discipline is defined as follows (not including violations of the Honor System and motor vehicle regulations):

1. **Physical or sexual assault** of any person on University-owned or leased property, at any University sanctioned function, at the permanent or temporary local residence of a University student, faculty member, employee, or visitor, or in the city of Charlottesville or Albemarle County.
2. **Conduct which intentionally or recklessly threatens the health or safety** of any person on University-owned or leased property, at a University sanctioned function, at the permanent or temporary local residence of a University student, faculty member, employee or visitor, or in the city of Charlottesville or Albemarle County.
3. **Unauthorized entry** into or occupation of University facilities which are locked, closed to student activities or otherwise restricted as to use.
4. **Intentional disruption or obstruction** of teaching, research, administration, disciplinary procedures, other University activities, or activities authorized to take place on University property.

5. **Unlawfully blocking or impeding normal pedestrian or vehicular traffic** on or adjacent to University property.
6. Violation of University policies or regulations referenced in [The Record](#) , including policies concerning residence and the use of University facilities.
7. **Alteration, fabrication, or misuse of, or obtaining unauthorized access** to University identification cards, other documents, or computer files or systems.
8. **Disorderly conduct** on University-owned or leased property or at a University-sanctioned function. Disorderly conduct is defined to include but is not limited to acts that breach the peace, are lewd, indecent, or obscene, and that are not Constitutionally protected speech.
9. **Substantial damage** to University-owned or leased property or to any property in the city of Charlottesville or Albemarle County or to property of a University student, employee, faculty member, or visitor, occurring on University-owned or leased property or at the permanent or temporary local residence of any student, faculty member, employee or visitor.
10. **Any violation of Federal, State, or local law**, if such directly affects the University's pursuit of its proper educational purposes and only to the extent such violations are not covered by other Standards of Conduct and only where a specific provision of a statute or ordinance is charged in the complaint.
11. **Intentional, reckless, or negligent conduct** which obstructs the operations of the Honor or Judiciary Committee, or conduct that violates their rules of confidentiality.
12. **Failure to comply with directions of University officials** acting under provisions 1-11 set above. This shall include failure to give identity in situations concerning alleged violations of sections 1-11.

### Sanctions

One or more of the following sanctions for prohibited conduct may be imposed by the Judiciary Committee upon students, depending upon the gravity of the offense:

1. *Admonition* An oral statement to a student that he or she is violating or has violated institution rules; *Warning Notice*, in writing, that continuation or repetition of conduct found wrongful, within a period of time stated in the warning, may be cause for more severe disciplinary action; *Reprimand* A written censure for violation of the specified standards of conduct placed in the student's record, including the possibility of more severe disciplinary sanctions should another violation occur within a stated period of time; *Disciplinary probation* Exclusion from participation in privileged or extracurricular activities as set forth in the notice of probation for a period of time not exceeding two academic semesters; *Restitution* Reimbursement for damage to or misappropriation of property.
2. *Suspension* Exclusion from classes and other privileges or activities or from the University, as set forth in the notice of suspension, for a definite period of time.  
*Interim suspension* Temporary suspension by an official of the University of a student who has engaged or engages in conduct which reasonably threatens the health or safety of other members of the University, University property, or the educational process, pending a hearing of the offense. Upon the student's request, any student so suspended shall be entitled to preliminary review within 24 hours before the Vice President for Student Affairs or designee. If the student is unavailable, such review may be postponed by the Vice President for Student Affairs until he or she is able to attend, or for other good reason. Any student so suspended who thereafter enters upon those areas of the Grounds denied him or her by the terms of the suspension, other than with the permission of or at the request of University officials or of a duly authorized hearing body for purposes of a hearing, is subject to further discipline and prosecution thereafter by civil authorities. Should the interim suspension be found to be without good cause, any notation referring to such shall be stricken from the student's record. Should the Vice President (or designee) affirm or otherwise modify the interim suspension, the student may seek a hearing before the Judiciary Committee. The Vice President or designee shall provide the student with the name and telephone number of the chair of the Judiciary Committee or the office to which the student may seek a hearing which shall be scheduled as soon as practicable, subject to the rules and



procedures adopted by the Judiciary Committee.

A student so suspended must be given the following warnings by the suspending official:

- a. You are hereby temporarily suspended and barred from (location—Grounds or portion thereof or specified activities). You may not enter (area) without the permission of or upon the request of University officials or of an authorized hearing body for purposes of a hearing.
- b. You are entitled to a review within 24 hours (or later for good cause) before the Vice President for Student Affairs or his/her designee to determine whether this suspension is with good cause and may continue pending a hearing before the Judiciary Committee. It is your responsibility to request such review and subsequent hearing and the suspending official will notify the Vice President for Student Affairs of your wishes.

*Suspension held in abeyance* Exclusion from classes and other privileges or activities or from the University as set forth in the notice of suspension for a definite period of time be enforced should another violation occur.

1. *Expulsion* Termination of student status for any indefinite period. The condition of readmission, if any, shall be stated in the order of expulsion.

#### **Cases Involving Sexual Assault**

The University has established a separate procedure to deal with allegations of sexual assault. Contact the Office of the Dean of Students for full information on the procedure.

#### **Cases Involving Psychiatric Issues**

The University has established two separate procedures to deal with allegations of misconduct for certain student cases involving psychiatric and psychological issues: Procedure for Psychological Hearings on Honor Offenses and Procedure for Certain Student Cases Involving Psychiatric Issues. Contact the Office of the Dean of Students (924-7133 or ask-odos@virginia.edu) for full information on the procedures.

#### **Cases Decided By the President**

The University President (or his/her designee) may intervene in and preempt proceedings before any University body when the President (or his/her designee) determines that established processes are unable to timely or properly adjudicate a case or complaint involving students arrested, charged or convicted of criminal conduct which, in the discretion of the President (or his/her designee), reasonably endangers or threatens to disrupt the University community or University operations.

The foregoing shall include, without limitation, criminal conduct involving the possession or distribution of controlled substances on or off University property, attempted or inflicted bodily injury or other harm to any member of the University community, and destruction or attempted destruction of University property. The President's (or designee's) disciplinary review shall provide affected students with written notice and opportunity to be heard consistent with due process of law, and such further proceedings as he may stipulate appropriate to the circumstances. Disciplinary proceedings before the President (or his/her designee) shall not be governed by established processes of other University bodies, and shall terminate proceedings before any other University body unless authorized by the President (or his/her designee).

The jurisdiction of University bodies shall be subject to the continuing authority of the President to discipline, suspend and/or expel as provided above.

**Conduct in the Residence Area**

In addition to the general University regulations described above, there exist policies employed by Resident Staff which govern residence in University Housing. These include a security policy, alcohol policy, living environment policy, and a drug policy. Such policies represent basic areas of emphasis and by no means do they constitute the entire range of Resident Staff policy. There also exist specific regulations which define the terms and conditions of occupancy of University Housing. While such policies and regulations are too lengthy to be listed here, it should be noted that they are encompassed under the University's Standards of Conduct, specifically under standards six and nine. Copies of these policies are available in the Office of Residence Life.

## **Parental Notification Policy: Alcohol and Other Drugs**

The University strives to educate all students regarding the dangers associated with substance abuse and the improper or illegal use of alcohol or other drugs. In addition, the University intervenes to engage students who may commit alcohol- or drug-related infractions or who demonstrate a pattern of substance abuse. In furtherance of its effort to engage students and their families regarding these issues, the University has adopted this Parental Notification Policy pertaining to the illegal or improper use of alcohol or other drugs.

Whenever the Office of the Dean of Students becomes aware that a University of Virginia student has been arrested for an alcohol- or drug-related violation, and the student is a dependent (for federal tax purposes), the Office of the Dean of Students will notify that student's parent(s) or guardian(s). Violations that trigger notifications under this paragraph include, but are not limited to, driving under the influence, public drunkenness, underage possession of alcohol, and unauthorized possession of controlled substances (illegal drugs).

Furthermore, whenever the Office of the Dean of Students becomes aware that a University of Virginia student has engaged in a pattern of behavior or a severe incident involving the use of alcohol and/or drugs, and the student is a dependent (for federal tax purposes), the Office of the Dean of Students will notify that student's parent(s) or guardian(s). Violations that trigger notifications under this paragraph include, but are not limited to, frequent or severe episodes of drug use, drunkenness, and/or binge drinking.

The University will make notifications under this policy unless the University, family, or other circumstances make such notifications incompatible with the student's best interests. The University relies on the professional judgment of its faculty and administrators when assessing each student's situation. Students whose family or other circumstances make notification under this policy inappropriate will be referred immediately to the University's professional counseling resources.

When making a notification under this policy, time and circumstances permitting, a professional staff member in the Office of the Dean of Students ordinarily will encourage the student to make the initial call to his or her parent(s) or guardian(s). The staff member then will follow-up with a call directly to the student's parent(s) or guardian(s).

A notification under this policy will be in addition to the intervention and education programs already offered to students when such infractions are brought to the University's attention. Intervention may include one or more of the following: substance abuse assessment by a trained clinician; psychological assessment by a trained clinician; substance abuse counseling; enrollment in educational programs; and/or sanctions imposed for violations of the University's Standards of Conduct.

A notification under this policy is authorized by the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g ("FERPA"), which permits the disclosure of information from education records to parents of dependent students. The University reserves the right in its sole discretion to notify parents of alcohol- or drug-related incidents falling outside this policy to the extent permitted by FERPA or other applicable law.

## **Parental Notification Policy: Mental Health**

In accordance with Virginia state law, Va. Code §23-9.2:3.C, the University of Virginia will notify a parent of any dependent student who receives mental health treatment at the University's Department of

Student Health/Counseling and Psychological Services (CAPS) when there exists a substantial likelihood that, as a result of mental illness, the student will, in the near future, (a) cause serious physical harm to himself or others as evidenced by recent behavior or any other relevant information or (b) suffer serious harm due to his lack of capacity to protect himself from harm or to provide for his basic human needs.

CAPS will inform the Dean of Students whenever notification is required in these instances. The Dean of Students or his/her designee will then notify the parent.

Parental notification may be withheld in these instances if a licensed health professional treating the student determines, in the exercise of his/her professional judgment, that notification would be reasonably likely to cause substantial harm to the student or another person.