

PROGRAM PROFILE TEMPLATE FOR: Alcohol Literacy Challenge July 2017 version

**Fields marked with an asterisk are required*

Program Details

Contact Information –FOR SNAPSHOT

Program Developer Contact Information	Dissemination/Implementation Contact Information
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Other Program Details –FOR SNAPSHOT

Program Type*	Implementation/Dissemination Materials
<input type="checkbox"/> Mental health promotion <input type="checkbox"/> Mental health treatment <input checked="" type="checkbox"/> Substance use disorder prevention <input type="checkbox"/> Substance use disorder treatment <input type="checkbox"/> Co-occurring disorders	<input checked="" type="checkbox"/> Implementation materials available <input checked="" type="checkbox"/> Dissemination materials available

Demographics and Geography for Studies Reviewed –FOR SNAPSHOT

Age Category*	Gender*	Race/Ethnicity*	Geographical Setting	Delivery Setting*
<input type="checkbox"/> 0-5 <input type="checkbox"/> 6-12 <input type="checkbox"/> 13-17 <input checked="" type="checkbox"/> 18-25 <input type="checkbox"/> 26-55 <input type="checkbox"/> 55+ <input type="checkbox"/> Information not provided	<input checked="" type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Transgender <input type="checkbox"/> Information not provided	<input type="checkbox"/> American Indian/Alaska Native <input checked="" type="checkbox"/> Asian/Pacific Islander <input checked="" type="checkbox"/> Black <input checked="" type="checkbox"/> Hispanic <input checked="" type="checkbox"/> White <input checked="" type="checkbox"/> Other <input type="checkbox"/> Information not provided	<input checked="" type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural and/or frontier <input type="checkbox"/> Tribal <input type="checkbox"/> Non-US <input type="checkbox"/> Information not provided	<input type="checkbox"/> Correctional setting <input type="checkbox"/> Court <input type="checkbox"/> Home <input type="checkbox"/> Hospital/medical center <input type="checkbox"/> Mental health treatment center <input type="checkbox"/> Outpatient facility <input type="checkbox"/> Residential facility <input type="checkbox"/> School/classroom <input type="checkbox"/> Substance abuse treatment center <input checked="" type="checkbox"/> University <input type="checkbox"/> Workplace <input type="checkbox"/> Other (include computer/internet-based programs here, if they don't clearly fit elsewhere) <input type="checkbox"/> Information not provided

Additional Information

Special Populations (either target of program, or majority of population in one reviewed study) **-FOR SNAPSHOT**

- Co-occurring disorders
- Couples
- Families
- Homeless or runaway
- Immigrant/refugee
- In-home language use (other than English)
- Justice-involved adults
- Justice-involved youth
- Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ) ITS (Intersexual)
- Low-income
- Military or veteran
- Non-English speaking
- Older adults
- Populations affected by Serious Mental Illness (SMI)
- Populations affected by Emotional Disturbance (ED)
- Practitioners
- Suicidal
- Transition-aged youth
- Tribal or American Indian or Alaska Native
- Victims of trauma or violence
- Youth in or transitioning out of foster care

Program Components* **-FOR SNAPSHOT**

Prevention/Promotion/Treatment:

- Academic skills enhancement
- Drug or alcohol education
- Family support
- Media literacy or education
- Media campaign
- Parent management training
- Social skills/life skills training
- Stress management
- Youth mentoring
- Other

Treatment:

- Behavior modification or management
- Case management
- Cognitive-behavioral treatment
- Crisis services
- Family counseling or therapy
- Group counseling or therapy
- Home visiting
- Individual counseling or therapy
- Medication management
- Motivational Interviewing
- Wraparound
- Other

Other:

- Community mobilization or advocacy
- Diversion
- Occupational therapy
- Peer support
- Re-entry
- Vocational or job training
- Other

Program Description*

The Alcohol Literacy Challenge (ALC) is a brief, classroom-based intervention for college students, which is designed to target and change motivations for using alcohol as well as reduce alcohol use.

Alcohol expectancies are the positive and negative beliefs one holds regarding the anticipated effects of using alcohol. ALC is built on the research demonstrating that several of the effects of alcohol use often considered desirable are placebo effects rather than pharmacological effects. The ALC is designed to address and correct misinformation about the effects of alcohol with the intention of decreasing positive and increasing negative expectancies. Such changes in alcohol expectancies are believed to predict lower levels of alcohol use.

The ALC intervention consists of a single, 50-minute presentation delivered by a trained implementer. In this presentation, students are taught about alcohol expectancies, the difference between placebo and pharmacological effects of alcohol use, and efforts by alcohol companies to depict the positive expectancies in advertisements for their products. Students watch and discuss video examples of alcohol advertisements contrasted with scientific understandings of alcohol's pharmacological effects.

The studies reviewed for this program profile targeted college fraternity and sorority members. The intervention is also available for the following age groups: grades 5 and 6, grades 7 and 8, grades 9 to 12, general college students, and parents.

Program Versions


Other available versions of this program include: ALC for grades 5 & 6, grades 7 & 8, grades 9–12, and for parents.

Program Summary*

- This is a brief, classroom-based intervention for college students, which is designed to target and change motivations for using alcohol as well as reduce alcohol use.
- This program was rated **effective** for reducing alcohol use and disorders; and for improving knowledge, attitudes, and beliefs about substance use.


Evaluation Findings by Outcome

Outcome #1: Alcohol Use and Disorders

Outcome Tags	For Snapshot
Evidence Rating* 	<input checked="" type="checkbox"/> Effective <input type="checkbox"/> Promising <input type="checkbox"/> Ineffective
Effect Size*	.45
Lower Confidence Limit*	.36
Upper Confidence Limit*	.54
For Profile Text	
Program Effects Across All Studies*	<p>This program is effective for reducing alcohol use and disorders. The review of the program yielded strong evidence of a favorable effect. Based on two studies and 11 measures, the average effect size for alcohol use and disorders is .45 (95% CI: .36, .54).</p> <p>Click here to find out what other programs have found about the average effect sizes for this outcome.</p>
Key Study Findings*	<p>From pretest to posttest, the intervention group had greater reductions in their 1) average weekly blood alcohol content, 2) average drink per sitting, 3) average drinking days per week, 4) average drinks per week, and 5) peak drinks per sitting, compared with the control group. This difference was statistically significant (Fried, 2010).</p>

	In another study, results showed that the intervention group had greater reductions in alcohol use (i.e., mean number of drinks consumed per sitting, peak number of drinks consumed per sitting, mean blood alcohol content, peak blood alcohol content, mean number of drinking days per week, and number of binge episodes per month). These differences were statistically significant (Fried & Dunn, 2012).
Measures Used*	Fried (2010): Time follow-back (TLFB) Fried & Dunn (2012): Time follow-back (TLFB)
Additional Details	None provided.

Outcome #1: Knowledge, Attitudes, and Beliefs about Substance Use

Outcome Tags	For Snapshot
Evidence Rating* 	<input checked="" type="checkbox"/> Effective <input type="checkbox"/> Promising <input type="checkbox"/> Ineffective
Effect Size*	.26
Lower Confidence Limit*	.17
Upper Confidence Limit*	.35
For Profile Text	
Program Effects Across All Studies*	<p>This program is effective for improving knowledge, attitudes, and beliefs about substance use. The review of the program yielded strong evidence of a favorable effect. Based on two studies and 11 measures, the average effect size for knowledge, attitudes, and beliefs about substance use is .26 (95% CI: .17, .35).</p> <p>Click here to find out what other programs have found about the average effect sizes for this outcome.</p>
Key Study Findings*	<p>From pretest to posttest, the intervention group had greater reductions in positive alcohol expectancies (i.e., sociability, tension reduction, liquid courage, and sexuality), compared with the control group. This difference was statistically significant (Fried, 2010).</p> <p>Another study demonstrated statistically significant intervention effects on five out of seven alcohol expectancies at posttest. Compared with the control group, the intervention group was less likely to have positive expectations for alcohol use (i.e., sociability, liquid courage, sexuality, and tension reduction), and more likely to have negative expectations for alcohol use (e.g., negative self-perception). No group differences were found at posttest for the expectation that alcohol use would lead to cognitive and behavioral impairment or lead to increased risk and aggression (Fried & Dunn, 2012).</p>
Measures Used*	Fried (2010): Comprehensive Effects of Alcohol Scale (CEAO) Fried & Dunn (2012): Comprehensive Effects of Alcohol Scale (CEOA)
Additional Details	None provided.

Study Evaluation Methodology

Study 1: Fried (2010)

Study Tag	
Study Design Tag*	<input type="checkbox"/> RCT, well-executed <input checked="" type="checkbox"/> QED with intact groups/Compromised RCT <input type="checkbox"/> QED without intact group
For Profile Text	
Study Design Narrative*	Participants from university fraternities and sororities were assigned to the Expectancy Challenge Alcohol (ECALC) group or to the educational presentation comparison group. For each group, the presentation was delivered to the chapters during their prescheduled chapter meetings. The intervention group received the ECALC presentation and educational

	presentation; the comparison group only received the educational presentation.
Sample Description*	Participants included 121 students from four fraternities and four sororities. Of the total sample, 58 were assigned to the intervention group, and 63 were assigned to the comparison group. Participants' mean age was 19.8 years, and over half (51%) were female. Approximately 83% identified themselves as white, 13% were Hispanic, 1% were Asian American, 0.3% were African American, and 3% were other. There were no statistically significant differences in demographics and other variables measured at baseline except for alcohol expectancy, with the comparison group reporting a significantly higher mean score than those in the intervention group.

Study 1: Fried & Dunn (2012)

Study Tag	
Study Design Tag*	<input checked="" type="checkbox"/> RCT, well-executed <input type="checkbox"/> QED with intact groups/Compromised RCT <input type="checkbox"/> QED without intact group
For Profile Text	
Study Design Narrative*	Four fraternities at a large state university were randomly assigned to the Expectancy Challenge Alcohol (ECALC) group or to the control group. The control group received a media literacy presentation about deconstructing advertisements depicting personal appearance products (e.g., hair removal products). The control group presentation was 50 minutes in length to match the ECALC group presentation.
Sample Description*	<p>Participants in the study were from 250 university students from four fraternity chapters. Of the total sample, two chapters were assigned to the intervention group (148 students), and two chapters were assigned to the control group (102 students). Participants had a mean age of 19.95 years. A majority (78.5%) were white, followed by 15.3% Hispanic, 1.4% Asian American, 1% African American, and 3.3% other. There were no significant differences between groups on age, class standing, or ethnicity.</p> <p>At baseline, the intervention group reported lower peak blood alcohol content (BAC), mean drinks per sitting, peak drinks per sitting, and alcohol expectancy scores, compared with the control group; these differences were statistically significant.</p>

References

Studies Reviewed*
<p>Fried, A. (2010). <i>Evaluation of an expectancy challenge presentation in reducing high-risk alcohol use among Greek affiliated college students</i> (Unpublished doctoral dissertation). University of Central Florida Orlando, Florida.</p> <p>Fried, A. B., & Dunn, M. E. (2012). The Expectancy Challenge Alcohol Literacy Curriculum (ECALC): A single session group intervention to reduce alcohol use. <i>Psychology of Addictive Behaviors</i>, 26(3), 615–620.</p>
Supplemental and Cited Documents
<p>Fromme, K., Stroot, E. A., & Kaplan, D. (1993). Comprehensive effects of alcohol: Development and psychometric assessment of a new expectancy questionnaire. <i>Psychological Assessment</i>, 5(1), 19.</p> <p>Sobell, L. C., & Sobell, M. B. (1995). Alcohol consumption measures. In J.P. Allen, & M. Columbus (Eds.), <i>Assessing alcohol problems: A guide for clinicians and researchers</i> (pp.75–99). Bethesda, MD: National Institute on Alcohol Abuse and Alcoholism, National Institutes of Health, U.S. Department of Health and Human Services.</p> <p>Del Boca, F. K., & Darkes, J. (2003). The validity of self-reports of alcohol consumption: State of the science and challenges for research. <i>Addiction</i>, 98(s2), 1–12.</p>
Other Studies
<p>Cruz, I. Y., & Dunn, M. E. (2003). Lowering risk for early alcohol use by challenging alcohol expectancies in elementary school children. <i>Journal of Consulting and Clinical Psychology</i>, 71(3), 493.</p>

Sivasithamparam, J. (2011). *Evaluation of the Expectancy Challenge Alcohol Literacy Curriculum (ECALC) for reducing alcohol use among high school students* (Unpublished doctoral dissertation). University of Central Florida, Orlando.

Resources for Dissemination and Implementation

Implementation/Training and Technical Assistance Information

The Alcohol Literacy Challenge (ALC) was developed in 2006. Since then, it has been revised six times as a result of field testing and analysis of research trials.

The program developer reports that during the 2016–2017 school year, 35 programs in 13 states were using the curriculum. These sites include locations in nine Florida counties.

The program is designed to be provided by individuals (teachers, prevention specialists, or peer educators); teams (peer educators in groups); an agency (school districts, or prevention services providers); or multiple agencies (community prevention coalitions).

There is no specified ratio of providers to clients. No specific education or professional experience is required prior to being trained to deliver the program. The program developer indicates that a background in prevention or experience working with students is desirable. Training is required to deliver the program and is delivered in person over the course of 6 hours to groups of between 13 and 40 trainees. This training includes information and background on the program, a demonstration of program delivery, and practice work by trainees in program delivery.

Implementation sites need to purchase the program, which includes the PowerPoint presentation of the ALC session and includes videos, an implementation manual, presenter talking points, student activity sheets, and a 10-question pre–posttest designed to determine relevant knowledge gained by participants.

A free 2-hour Webinar on alcohol expectancy theory, which implementers are encouraged to take, is available on the program website. The program developer also provides consultation to implementing agencies by phone and email at no additional cost.

Dissemination Information

The primary source for sharing information about the Alcohol Literacy Challenge (ALC) is the program website. The site provides videos that demonstrate portions of each lesson, video testimonials from implementers, information on the curricula, and a link to access the 2-hour free online training on alcohol expectancy theory.

Summary Table of RFDI Materials

Description of item	Required or optional	Cost	Where obtained (e.g., URL, from program supplier)
Implementation Information			
Alcohol Literacy Challenge training, Intended for agency staff, Delivered in person, 6 hours in duration.	Required	\$5,000 plus travel expenses	http://alcoholliteracychallenge.com
Alcohol Literacy Challenge Curriculum lessons, Intended for agency staff, PowerPoint format with embedded videos	Required	\$1.00 per student annually receiving the program + \$50 security fee	http://alcoholliteracychallenge.com

		(\$325 minimum)	
Alcohol Literacy Challenge Implementation Manual, Intended for agency staff, Available in electronic format	Required	Included with program purchase	http://alcoholliteracychallenge.com
Alcohol Literacy Challenge lesson talking points, Intended for agency staff, Available in electronic format	Required	Included with program purchase	http://alcoholliteracychallenge.com
Student evaluation pre–posttests, Intended for agency staff, Available in electronic format	Required	Included with program purchase	http://alcoholliteracychallenge.com
Expectancy Theory Webinar, intended for agency staff, Available online via the program website, Registration required, 2 hours in duration	Optional	Free	http://alcoholliteracychallenge.com
Consultation via phone or email and lesson tech support, intended for agency staff, Available as needed upon request	Optional	Included with program purchase	Contact program supplier: Peter DeBenedittis peterd@alcoholliteracychallenge.com
Dissemination Information			
Alcohol Literacy Challenge Program website, intended for interested implementers, Includes video testimonials, demonstration videos, and general program information	Optional	Free	http://alcoholliteracychallenge.com

*Date profile completed: August 24, 2017