

Substance Use Outcomes and Dissemination of the *Letting Go and Staying Connected Handbook*

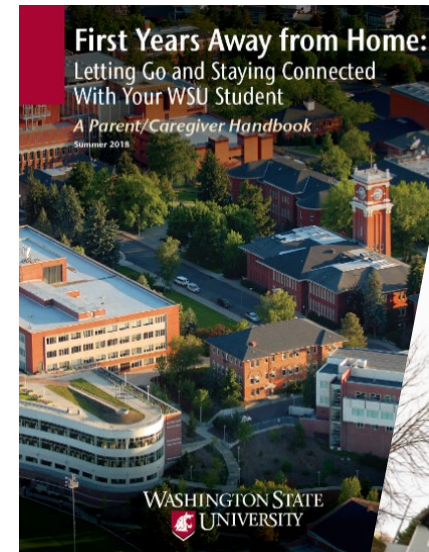
Presented to the Prevention Research Subcommittee

December 6, 2023

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✓	Activities you can try, on your own or with your student
💬	Conversation starters
?	Questions and things to think about
🔍	Interesting facts and research findings



Today's Agenda



Background, theory, & rationale for the handbook creation and First Years Away from Home randomized clinical trial



Substance use outcomes in RCT participants from Time 2 (4 months after baseline, end of first semester in college) and Time 5 (21 months after baseline, spring of fourth semester)



Dissemination efforts via our university-agency collaboration and cross-university collaboration



Conclusion & Q&A with the audience

College presents risks and opportunities^{1,2}

HIGH-RISK DRINKING AMONG COLLEGE STUDENTS



1. Hingson, R., Zha, W., & Smyth, D. (2017). Magnitude and trends in heavy episodic drinking, alcohol-impaired driving, and alcohol-related mortality and overdose hospitalizations among emerging adults of college ages 18-24 in the United States, 1998-2014. *Journal of Studies on Alcohol and Drugs*, 78(4), 540-548.
2. van der Zanden, P. J., Denessen, E., Cillessen, A. H., & Meijer, P. C. (2018). Domains and predictors of first-year student success: A systematic review. *Educational Research Review*, 23, 57-77.

Parents continue to play an important role^{3,4}



3. Small, M. et al. (2011). Protective effects of parent-college student communication during the first semester of college. *Journal of American College Health*, 59(6), 547-554, doi: <https://doi.org/10.1080/07448481.2010.528099>
4. Wetherill, R. R. et al. (2010). Parents, peers, and sexual values influence sexual behavior during the transition to college. *Archives of Sexual Behavior*, 39, 682-694. doi: <https://doi.org/10.1007/s10508-009-9476-8>

Growth in evidence-based parent training, but few are aimed at parents of college students

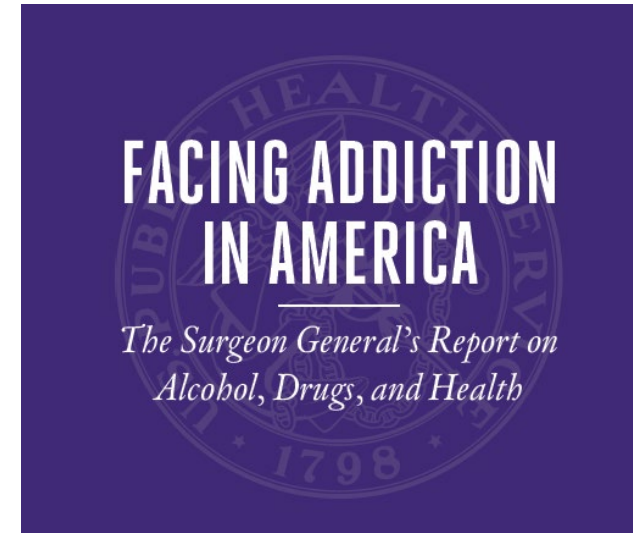
24 parent training programs
(5 target older adolescents)



FOR HEALTHY YOUTH DEVELOPMENT

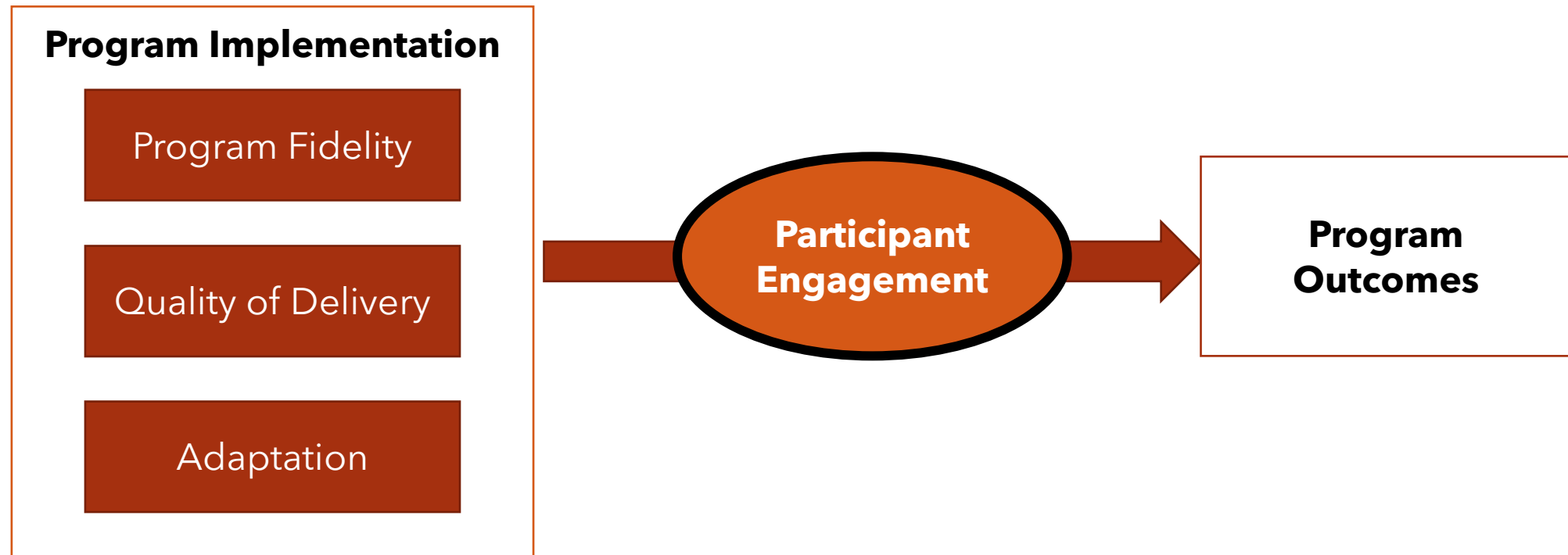
<https://www.blueprintsprograms.org/>

8 family-focused programs
for 10-18 year-olds



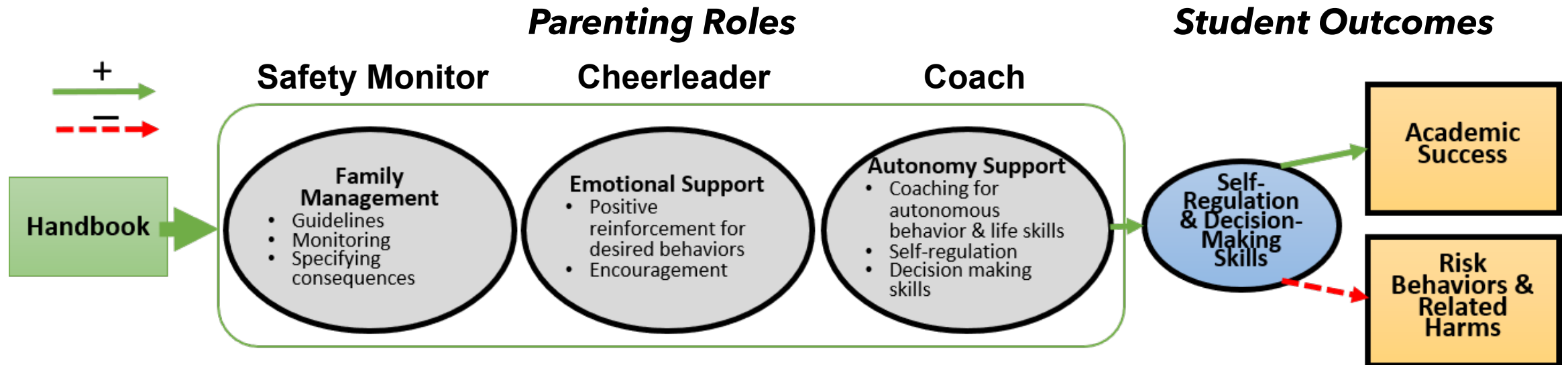
<https://addiction.surgeongeneral.gov/>

Parent and teen engagement is critical⁵



5. Berkel, C. et al. (2011). Putting the pieces together: An integrated model of program implementation. *Prevention Science*, 12(1), 23-33.
<https://doi.org/10.1007/s1121-010-0186-1>

Theoretically-based & developmentally appropriate, self-directed intervention^{7,8}

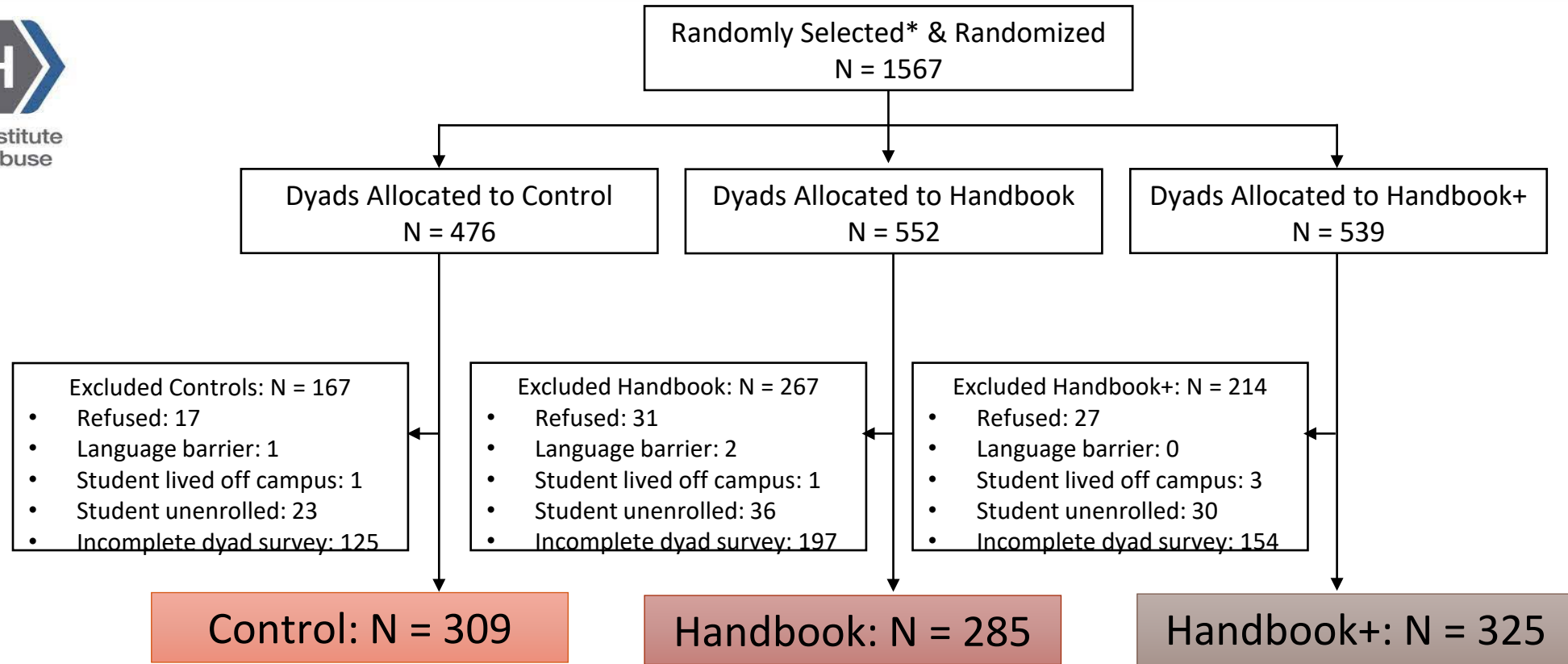


Parents receive handbook materials during summer before student leaves for college.

7. Catalano et al. (1996). Modeling the etiology of adolescent substance use: A test of the social development model, *Journal of Drug Issues*, 26(2), 429-455.

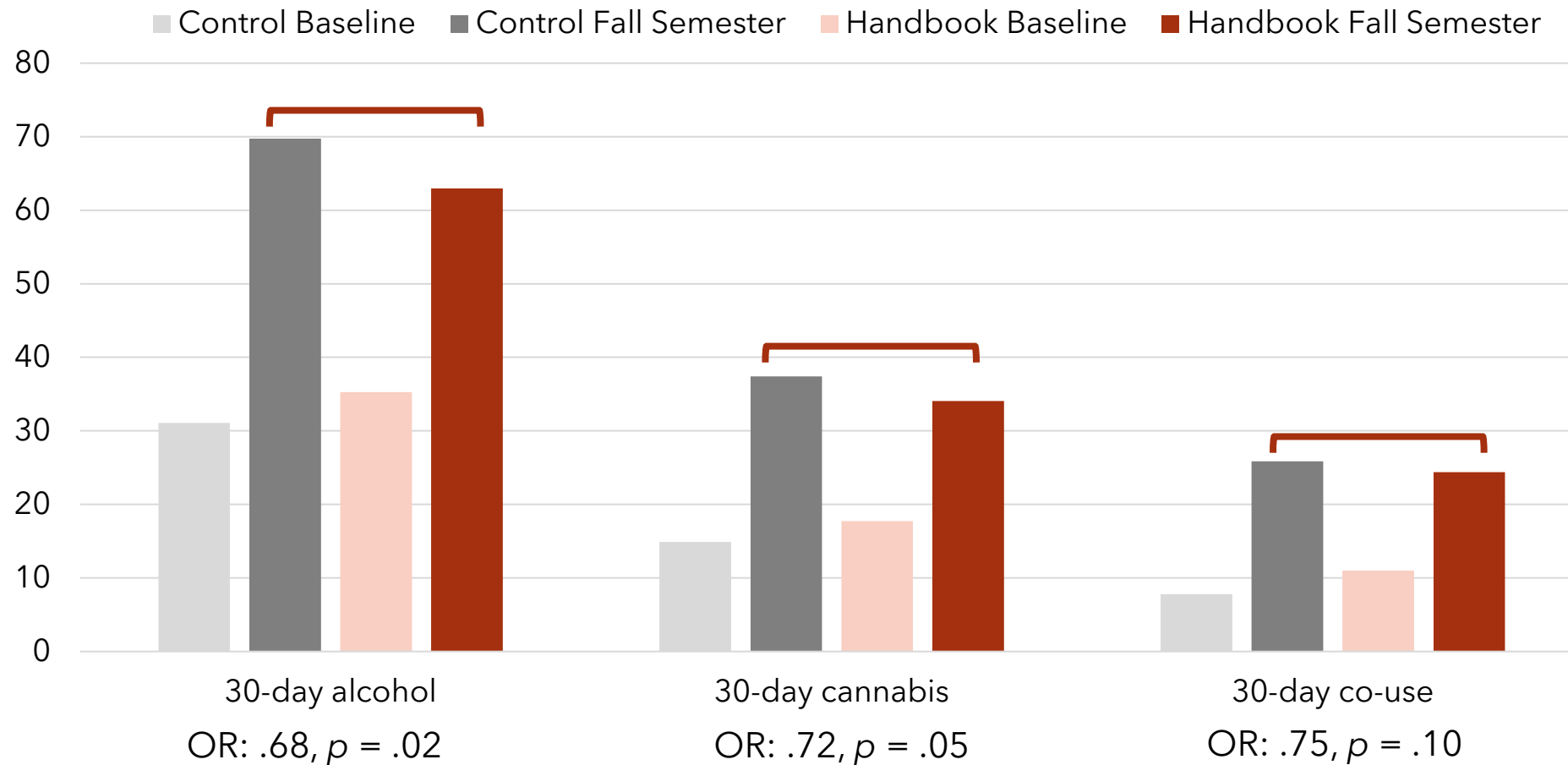
8. Deci, E, & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer Science & Business Media.

Hybrid Type II Randomized Control Trial⁹



9. Cooper, B. R. et al. (2020). Investigating the efficacy of a self-directed parenting intervention to reduce risky behaviors among college students: Study protocol for a multi-arm hybrid type 2 randomized control trial. *Contemporary Clinical Trials Communications*, 19, 100627. <https://doi.org/10.1016/j.conctc.2020.100627>

Evidence of Handbook Effectiveness: Time 2

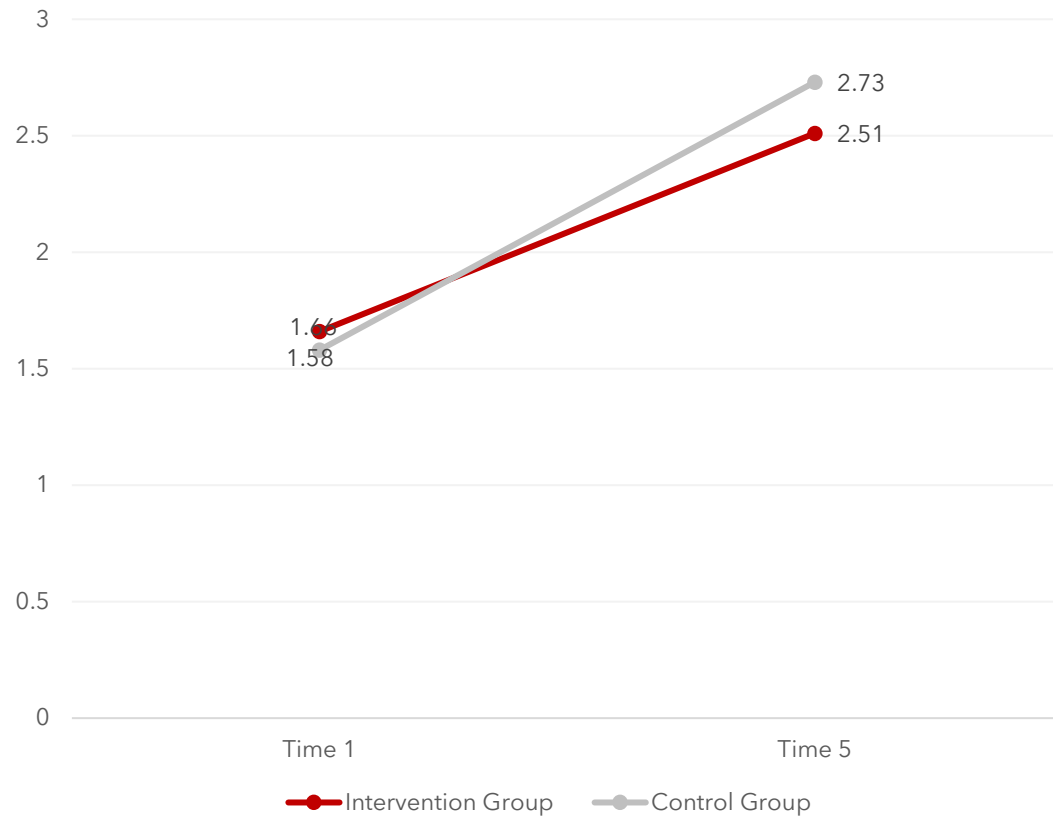


Evidence of Handbook Effectiveness: Time 5

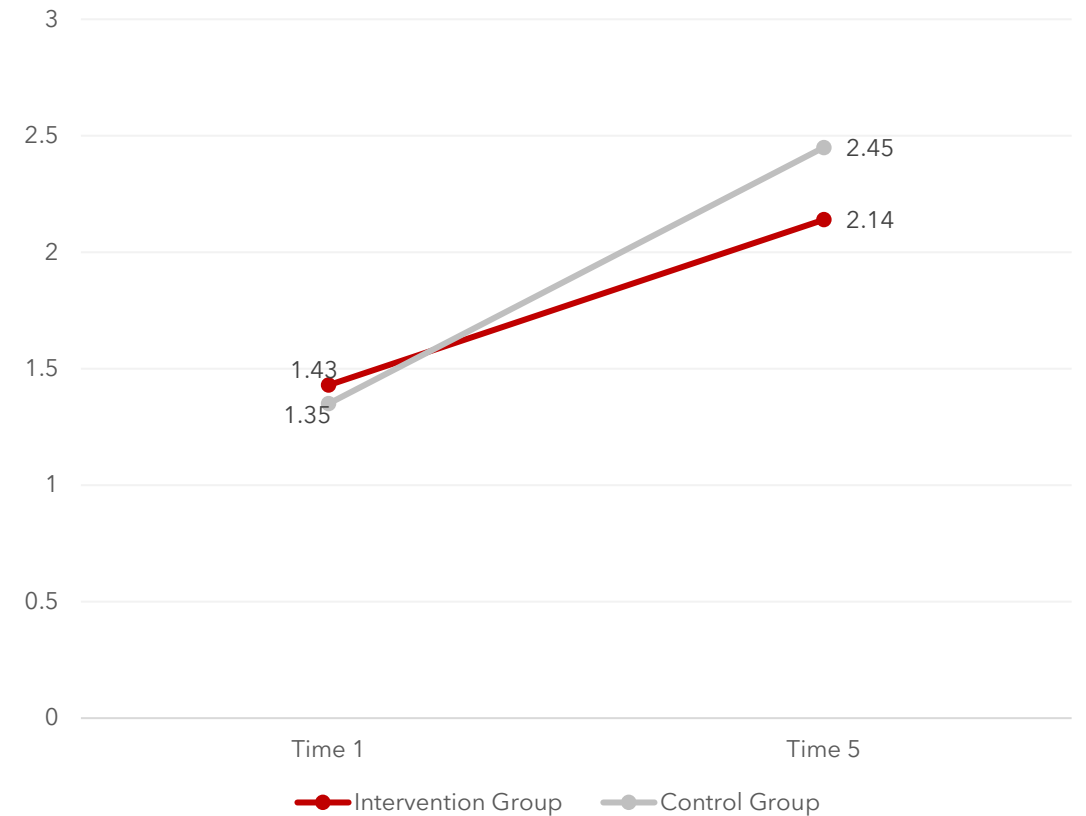
- As with the data from Fall semester, substance use increased from baseline to sophomore year, but again the rate of increase was significantly lower for intervention students for
 - 30-day alcohol use;
 - 30-day cannabis use;
 - simultaneous alcohol & cannabis use;
 - heavy episodic drinking;
 - and 2-week heavy episodic drinking

Evidence of Handbook Effectiveness: Time 5

Time 5 Substance Use Outcomes: Alcohol Use



Time 5 Substance Use Outcomes: Cannabis Use



Links Between Handbook Engagement & Student Outcomes

	Fall 30-day cannabis use N=437 (P) 568 (S)	Fall 30-day co-use N=437 (P) 568 (S)	Fall lifetime cannabis use N=247 (P) 350 (S)
	OR	OR	OR
Utilization of the activities (P)	0.89	0.76*	0.92
Utilization of the activities (S)	0.68+	0.59*	0.49**
Usefulness (P)	0.58**	0.69+	0.75
Engagement of student (P)	0.72+	0.72+	0.66+

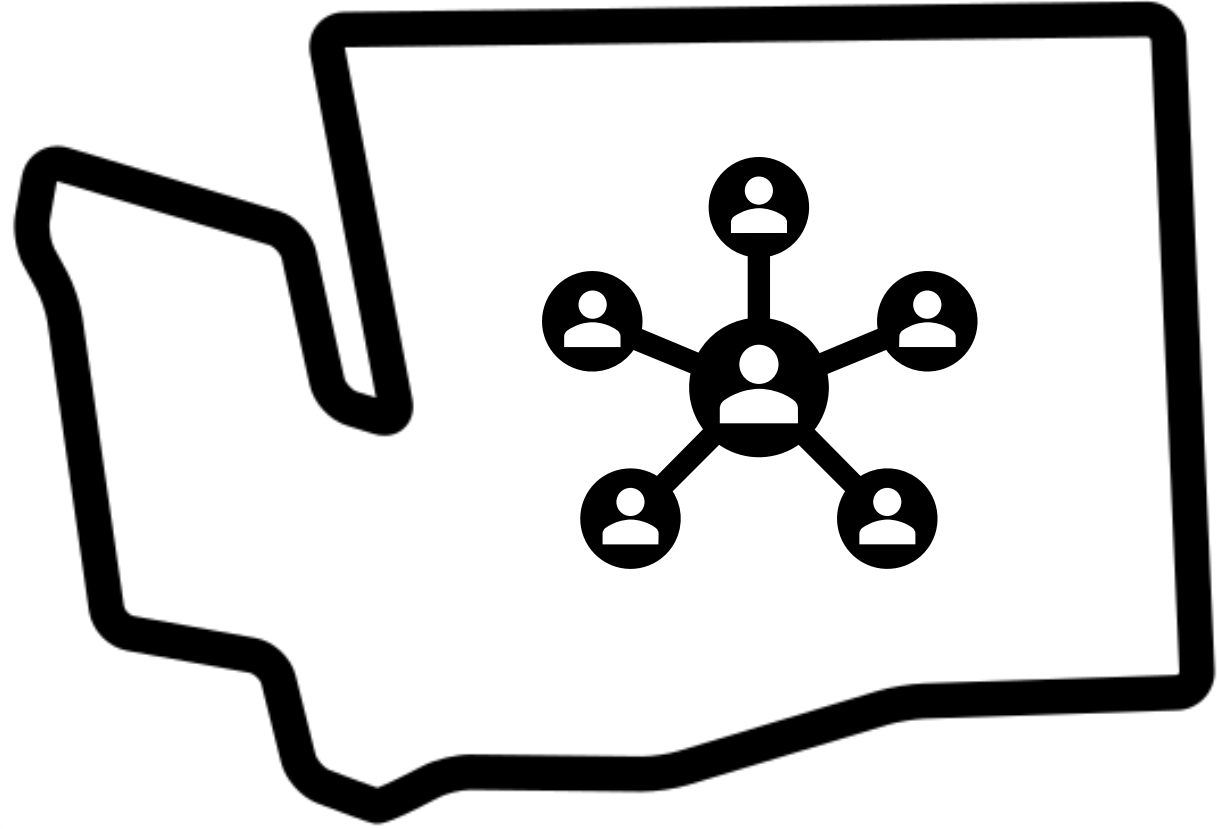
P = parent report, S = student report

Controlling for baseline use, cohort, minority, first generation, sex

$p+ < .10$, $*p < .05$, $**p < .01$, $***p < .001$



Handbook Dissemination Efforts



Map image credit: Maria Darron, the Noun Project



Statewide Context

- Washington State SUD Prevention and MH Promotion 5-Year Strategic Plan indicated a need for increased Young Adult prevention services
- Increased number of students entering university setting for first year due to COVID-19
- HCA commitment to address needs with programs that have demonstrated outcomes
- Funded pilot of statewide dissemination, then continued to seek and allocate funding for continued expansion

Dissemination Process

Review and update core handbook content

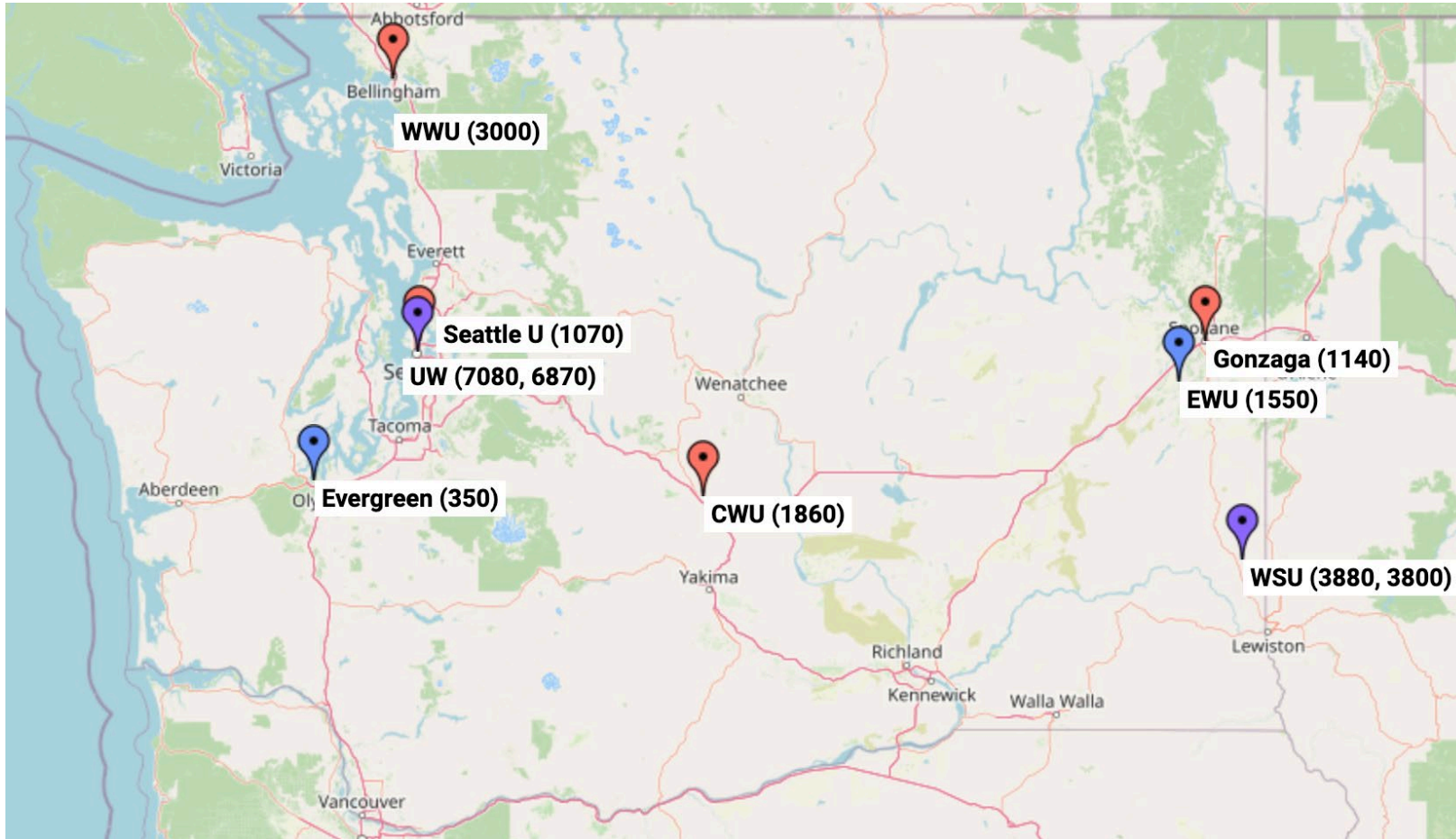
Outreach and partnership with other WA universities

Tailor handbook language, graphics, logos, photos to each university

Print, stuff, and mail handbooks from our own campus printing offices



Handbook Dissemination: Reach



2022:

- 6 universities
- 18,000+ handbooks distributed

2023:

- 4 universities/colleges
- 12,550+ handbooks distributed

Student Demographics

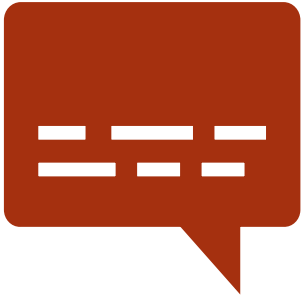
Race and Ethnicity	N	%
American Indian or Alaska Native	317	1%
Native Hawaiian or other Pacific Islander	332	1%
Not specified	1,150	4%
Black/African American	1,285	4%
Two or More Races	2,586	8%
Hispanic/Latino	4,218	14%
Asian	5,791	19%
White	15,099	49%

Age	N	%
19 or under	25,334	81%
20	3,695	12%
21	805	3%
22	590	2%
23+	943	3%

Sex	N	%
Female	17,125	54%
Male	8,828	46%
Other, unknown, or blank*	78	0.3%

* sex/gender is limited by IPEDS categories, which at this point in time are limited to male/female, sometimes with an "other" option; some universities did not report on "other" sex/gender information, so this number is likely artificially low

Dissemination Learning Moments



- Establishing and communicating expectations with collaborators
- Integrating universities' cultures with core handbook content
- Addressing "too many cooks in the kitchen"

Implementation Toolkit

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Background..... 1

What are we offering?..... 1

What are we asking? 2

Who should be involved?..... 2

Can we make alterations to the handbook?..... 2

Optional enhancements / additions to the handbook 2

Getting Started Checklist 4

Sample Timeline 5

Sample Timeline

Week 1	May 15-19	Confirm participation; assemble internal Handbook Team	Meet with WSU
Week 2	May 22-26		
Deadline for confirming participation	May 27		
Week 3	May 29-Jun 2	Handbook redesign & tailoring; interior edits	Provide names/addresses/indicia to WSU Printing
Week 4	Jun 5-9		
Week 5	Jun 12-16	Final edits complete	
Deadline for final edits and address list→WSU	June 17		
Week 6	Jun 19-23	Approve final proof	Provide demographic data to WSU
Week 7	Jun 26-30	[Printing]	
Week 8	Jul 3-7	[Printing]	
Week 9	Jul 10-14	[Printing]	
Week 10	Jul 17-21	[Printing]	
Deadline for demographic data→WSU	July 22		
Week 11	Jul 24-28	[Stuffing and mailing]	[Handbook in caregivers' hands a minimum of 4-8 weeks prior to school starting – in this case, estimated at 8-10 weeks]
Weeks 12-20	July 31-Sept 22		
Fall Quarter Begins	Sept 25		

Dissemination Successes

- 30,000+ handbooks disseminated over two years
- Relationships established with 8 universities → improvements to handbook, possible future collaboration
- Continued funding for dissemination and evaluation
- Interest in handbook beyond Washington State
- Positive feedback from participants



College/University Feedback

“Our thanks to you for shepherding us through this and for your flexibility with our requests. You’ve offered us a truly wonderful resource and we absolutely appreciate it.”

“Recently back from summer and got my first look at the handbook today! Looks wonderful!”

“I really appreciate all the collaboration, patience, and support. This is going to be valuable for our families.”

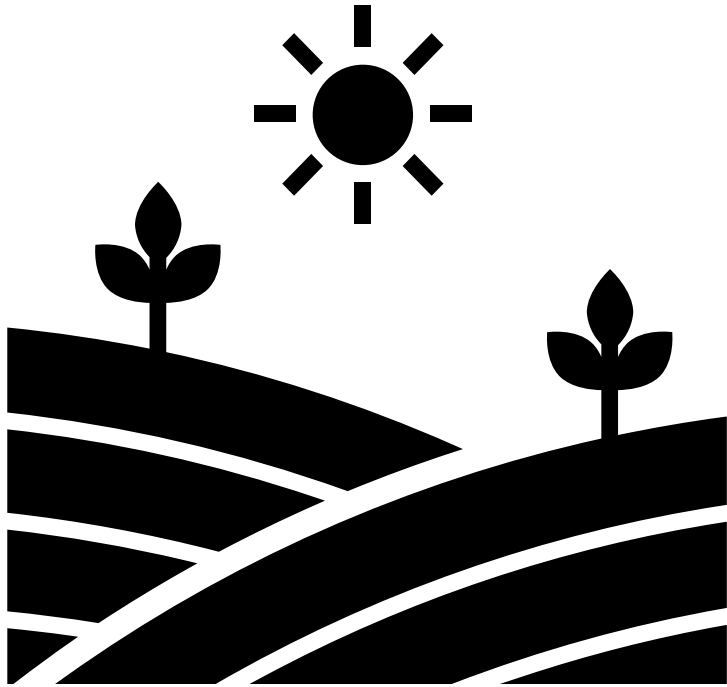
“Thank you. I’ve received a few contacts from parents who are divorced both wanting a copy. And just like that I received a box of them, so I’ve mailed them off. Appreciate all of your help. Clearly this is a well-received resource by parents and guardians.”

Parent/Caregiver Feedback

“Greetings - just wanted to report that we completed the two activities (values & expectations) in the Parent Handbook you sent us earlier in the summer. What a fabulous experience! We were very excited to identify and address gaps in communication at this stage of our teen’s development. We even involved her younger teenage sister and did the exercises round robin style. It was meaningful, helpful, and super fun. Thank you for putting the guide together. We’re more excited than ever to have [our daughter] join UW later this month.”

“My son is a new COUG starting his freshman year. I received your Parent/Caregiver Handbook and I thank you so much! It is awesome and I am thankful to have it to work through letting go and navigating this first year. THANK YOU! I am writing to request a copy for [his] dad, as we have been divorced for some time. I was sharing with him about this great resource, and he would love a copy, if possible. Thank you so MUCH! And...GO COUGS!!!”

“Hello, I’m writing to thank you for the parent/caregiver handbook that you sent to the families of new students. In particular, we enjoyed the two exercises about values and expectations that were included. We did both with our college student, who was surprisingly engaged, and not only did we end up having some good conversations, additionally, it also helped soothe some of my worries, as it helped me realize that he’s already thinking about how to incorporate many of the values that we all think are important. I’ve told many other parents about these exercises, and all have been impressed. Thank you so much for the thoughtfulness of these materials.”



Next Steps

- 2024-2025 funding
 - RE-AIM evaluation
 - Continued dissemination
- Planning for potential Spanish language adaptation

Acknowledgements

We are so grateful for:

- the WSU and UW creators of the handbook;
- our partnership and ongoing collaboration with the Division of Behavioral Health and Recovery;
- funding for the handbook development and trial from the National Institute of Drug Abuse (R01DA039247) and from WSU;
- funding for the handbook dissemination through DBHR, from both SAMHSA's Substance Abuse Prevention and Treatment Block Grant and State Opioid Relief funding;
- our university partners: WWU, UW, CWU, Seattle U, Gonzaga, WSU, Evergreen, EWU;
- and most of all, the parent/caregiver and student participants!

Q & A

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- Brittany Cooper: brittany.cooper@wsu.edu

<https://hd.wsu.edu/first-years-away-from-home/>

