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## Is enough really enough? : Evaluation of an alcohol awareness campaign at ECU Joondalup

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**IS ENOUGH REALLY ENOUGH? EVALUATION OF AN ALCOHOL  
AWARENESS CAMPAIGN AT ECU JOONDALUP**

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## **ABSTRACT**

Australian young adults aged 17-25 years old attending university are more likely to drink at levels which put themselves at risk of both short and long term alcohol-related harm. University settings are an appropriate place to target university students with alcohol education or awareness-raising campaigns. Australian research on this topic is relatively limited. This mixed methods study involved two phases. The first phase quantitatively evaluated the impact of the 'Enough is Enough' campaign, implemented by the North Metropolitan Community Drug Service Team at ECU Joondalup, on students' awareness of the consequences of excessive alcohol use and perceived acceptability of drunkenness. The second phase qualitatively explored how to actively engage university students in alcohol education or awareness-raising campaigns. In phase one, a convenience sample of students from the ECU Joondalup Student Village completed 48 pre-test and 55 post-test questionnaires. In phase two a convenience sample of five students were interviewed using a semi-structured format. Phase one results showed an increased recognition and perceived appropriateness of the 'Enough is Enough' campaign at ECU Joondalup. There was, however, no significant change in the respondents' perceived acceptability of drunkenness. While there was an increase in respondents' awareness of the consequences of excessive alcohol use, this increase could be attributed to the non-matching of pre- and post-test samples. Phase two revealed students preferred holistic strategies rather than singular approaches, and harm reduction education rather than abstinence based approaches. Using technology, incentives, promotional resources, activities, student volunteers and appropriate locations to enable students' participation were reported to be important. Barriers to student's participation were the Australian drinking culture, time commitments, passive advertising and the on-campus alcohol policy. The study provided more understanding on alcohol awareness campaigns in university settings. More published Australian research in university settings is required.

**Keywords: alcohol, university students, campaign, awareness**

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# 1: INTRODUCTION

## 1.1 Background

Alcohol acts as a central nervous system depressant, the consumption of which can cause negative consequences including mortality, physical and verbal abuse, relationship problems and road trauma (Ministerial Council on Drug Strategy, 2006). These negative consequences of consuming a high volume of alcohol are well known to Australians but are generally “misunderstood, tolerated or ignored” (Ministerial Council on Drug Strategy, 2006, p. 4). Drinking beyond the level recommended by the National Health and Medical Research Alcohol Guidelines in Australia has become a normal part of life with many people drinking with a goal of becoming drunk (Ministerial Council on Drug Strategy, 2006). Collectively this has placed pressure on the public health system and was estimated to cost the Australian community \$15.3 billion in the 2004-2005 financial year (Collins & Lapsley, 2008).

Australian young adults aged 20-29 years old, compared to all other age groups, are more likely to drink at levels which put themselves at risk of both short-term and long-term alcohol-related harm (AIHW, 2008). Further, young adults attending university, aged 17-25 years old, have been reported to consume alcohol at high risk levels more frequently than other groups not attending university (Roche & Watt, 1999). The main reason for this has reportedly been for celebratory purposes with peers in large social environments such as parties or nightclubs (Roche & Watt, 2000). Indeed excessive alcohol consumption leading to drunkenness is often encouraged and accepted by students' peers. It has reportedly become a rite of passage from adolescence to adulthood (Roche & Watt, 1999). This excessive use of alcohol by students makes university settings an appropriate place to target students for alcohol education and awareness-raising campaigns (Ball, Leslie, Fotheringham, Clavisi, & Owen, 2000; Dunne & Somerset, 2004).

Even though Australian research exists which shows young adults attending university to be at-risk of alcohol-related harm, it is relatively limited (Roche & Watt, 1999; Walker, 2000; Snow, Wallace, Staiger, & Stolz-Grobusch, 2003).

Scanning the databases 'APA-FT', 'Academic Onefile', 'Family and Society Plus', 'Health and Medical Complete' (ProQuest), 'IngentaConnect', 'MEDLINE', 'Meditext', 'ProQuest 5000', 'Psychinfo' and 'ProQuest Dissertations and Thesis' using MetaQuest using the terms 'alcohol', 'Australia', 'university' and 'student' located 10 research articles between 1986 and 2008. Specifically, there was limited research on university alcohol education or awareness-raising campaigns. The majority of the research which has been carried out has been completed overseas, particularly in the U.S. Whilst some of the existing overseas research can be generalised to the Australian setting, there are cultural and legal drinking age differences (Roche & Watt, 1999). This highlights the need for more published Australian research.

## **1.2 Research**

This study involved two phases to explore alcohol education and awareness-raising campaigns targeting university students. The first phase quantitatively evaluated whether the 'Enough is Enough' campaign implemented by the North Metropolitan Community Drug Service Team at ECU Joondalup had increased students' awareness of the consequences of excessive alcohol use and reduced university students' perceived acceptability of drunkenness. The second phase qualitatively explored how to actively engage university students in campaigns addressing low-risk alcohol drinking behaviour.

## **1.3 Definition of terms**

For the purpose of this research the term 'awareness' was a measurement of students hearing about the program and whether they had seen or heard about some basic alcohol-related information which was included in the 'Enough is Enough' campaign materials (Sayers, 2006).

The term 'consequences' was defined as the negative effects from drinking alcohol. These can be consequences experienced in the 'short term' or 'long term' socially, emotionally, financially, or physically (Ministerial Council on Drug Strategy, 2006). Consequences experienced in the 'short term' are those which occur immediately after the consumption of alcohol. In the 'short term' consequences to the individual may include nausea, vomiting, reduced cognitive ability, slower reflexes and loss of control. This in turn may be a risk factor for

dangerous situations such as unplanned sexual activity, violence or aggression, and drink driving. This would impact the community by placing other people at risk of harm and the risk of public amenities being destroyed. 'Long term' consequences occur when alcohol is consumed in large amounts over a long period of time. In the 'long term' consequences to the individual include brain impairments, liver cirrhosis, depression, relationship problems, work problems (e.g. absenteeism, accidents), financial problems and dependence. This would impact the community through reduced productivity in the workplace, and increased health care costs (NHMRC, 2001).

'Excessive alcohol use' in this research was referred to as a high level of alcohol consumption by a person which can put them at high-risk for short-term and long-term harm and was classified in terms of drinking above the National Health and Medical Research Council's (NHMRC) Alcohol Guidelines. Currently, for risk of harm in the short-term it was defined as an average male drinking more than six standard drinks on any one day and an average woman drinking more than four standard drinks on any one day. For risk of harm in the long-term, it was defined as an average male drinking more than four standard drinks in one day and more than 28 standard drinks per week, and an average female drinking more than two standard drinks in one day and more than 14 standard drinks per week (NHMRC, 2001). In line with this, 'low-risk alcohol drinking behaviour' in this research referred to drinking within these guidelines.

'Drunkness' was defined by the Government of Western Australia's Liquor Licensing Act 1988 which stated that a person is drunk when alcohol observably affects an individuals' communication, stability, coordination or behaviour (Drug and Alcohol Office, 2007a)

'Student' was defined as a person aged 17 to 25 years old who attended university (Roche & Watt, 1999).

'University' in this study was defined as the post-secondary education setting of the Joondalup campus of Edith Cowan University.

'Barriers' were defined as the factors which inhibit and prevent students from engaging in alcohol education or awareness-raising campaigns. In line with this, 'enablers' were defined as factors which could encourage student's participation in alcohol education or awareness-raising campaigns (Snow et al., 2003).

The term 'binge drinking' was used in Davey, Davey and Obst's (2002) study. It was defined as consuming five or more drinks for female students and seven or more drinks for male students in a session (Davey et al., 2002).

The 'Alcohol Use Disorders Identification Test' (AUDIT) was a tool used in both Davey et al. (2002) study and Snow et al. (2003) study. It was defined as a tool developed by the World Health Organization to assess people's alcohol consumption and associated problems (Babor, Higgins-Biddle, Saunders, & Monteiro, 2001)

The 'Stages of Change' model was the theoretical framework in this study. The model explains individual's intentions to change their behaviour through five common stages; pre-contemplation, contemplation, preparation, action and maintenance (Nutbeam & Harris, 2004).

## **2: LITERATURE REVIEW**

This review will consider literature on the prevalence of high-risk alcohol use amongst university students and the perceptions students have regarding the negative consequences of excessive alcohol use. The reasons why university settings are appropriate places to target students will be explored, followed by discussion of factors that encourage and inhibit student's involvement in alcohol education or awareness-raising campaigns in university settings. A discussion of the findings and limitations of previous and present alcohol awareness and education campaigns on university campuses in Australia will then be described. Through exploring this existing literature, disparities will be identified and future research possibilities identified.

### **2.1 Prevalence of excessive alcohol use**

There are limited Australian studies examining the prevalence of young adults aged 17 to 25 years old attending university who drink alcohol at excessive levels. Those studies which have been completed indicated a high risk of alcohol consumption by university students. One study reported 35% of students drink to intoxication once or more per week, 54% consume five or more standard drinks on a typical drinking occasion and 69% drink at hazardous or harmful levels (Roche & Watt, 1999). Another Australian study found approximately 45% of university students sampled drank alcohol every week and over 40% drank five or more standard drinks in a session. Additionally, 70% of this sample reported 'binge drinking' at least every month. This study used the AUDIT and showed 40% of participants scored in the 'at risk of harm' or 'dependency range' of consumption (Davey et al., 2002). Both studies indicated there were high levels of excessive alcohol consumption by university students and suggested the need to target these university students.

### **2.2 Perceptions of negative consequences**

One part of an Australian study explored university students' perceptions of the negative consequences of excessive alcohol use, through focus groups at Deakin University in Victoria (Snow et al., 2003). Whilst there were only two focus groups comprising five students each conducted, there were some important findings. The major alcohol-related negative consequences which were recognised

by students were aggressive behaviour, physical injuries, sexual activity and limitations to academic success. Students, in particular males, were reported to feel invincible to alcohol-related harms. Results from an AUDIT indicated students were experiencing high levels of alcohol-related harm. In particular, over half of the students assessed had AUDIT scores of eight or greater which indicated existing alcohol-related problems. This result suggested whilst individuals in this study were experiencing alcohol-related harm as evidenced from the AUDIT, they were not perceiving it to be a problem (Snow et al., 2003).

Another Australian study (Hasking, Shortell, & Machalek, 2005) found similar results to that reported by Snow et al. (2003). There were 371 students from Bond University on the Gold Coast who completed a perception of harm questionnaire. The questionnaire requested students respond to 12 statements on a five-point Likert scale. This included six short-term (e.g. vomiting, embarrassment) and six long-term (e.g. liver damage, relationship problems) alcohol-related harm statements. Results found students thought the likelihood of alcohol use resulting in short-term and long-term alcohol-related harm was unlikely to occur. In addition to this, the study assessed students' knowledge about alcohol. Students were found to have little or no knowledge on standard drinks or on the National Medical Research Guidelines for drinking. The study inferred students felt invincible to alcohol-related harm because they were over-estimating standard drinks and thus thought they could drink more than was recommended. The study highlighted students' ignorance about alcohol-related harms associated with the amount of alcohol consumed (Hasking et al., 2005).

### **2.3 University campuses as a campaign setting**

There are a number of reasons for universities being identified as one of the settings in a leading position to encourage and increase the health of young adults (Ball et al., 2000; Dunne & Somerset, 2004). When students move from high school to university they immediately experience a different lifestyle including the ability to get their driving license, vote in the elections and drink alcohol (Roche & Watt, 1999). Added to this newfound independence, university students gain a new and an increased set of friends, can be exposed to new attitudes, values and behaviours, and may no longer be under the same amount of parental control (Snow et al., 2003). Health behaviours learned by university students during their



first years of independence, may be potentially hard to change years later and can affect short- and long-term health and health care costs. Alcohol education campaigns are therefore important to provide and can encourage positive drinking behaviours (Dunne & Somerset, 2004). University students can also potentially influence the health of the broader society through personal health decisions and behaviours, and their chosen future careers (e.g. medicine and nursing) (Walker, 2000; Dunne & Somerset, 2004).

Whilst universities were considered a suitable setting for alcohol education or awareness-raising campaigns there were some cautions. Alcohol education or awareness-raising campaigns have limited reach to the entire student drinking population. This is because there are other social and environmental factors which are counter-productive of campaigns such as cheap alcohol prices, and the social pressure to drink (Roche & Watt, 1999; Dunne & Somerset, 2004). Coupled with this, there is the risk campaigns will only appeal to university students who are highly motivated or interested by the topic of alcohol or those who do not drink at all (Snow et al., 2003). University-based alcohol education or awareness-raising campaigns are, however, still considered to be useful (Dunne & Somerset, 2004).

Given universities appear to offer a practical setting for the implementation of alcohol education or awareness-raising campaigns to target young adults, consideration needs to be given to the university students' perceptions on the barriers and enablers to participation. These are important to consider because they identify students' needs and therefore the most relevant ways to communicate alcohol information to them. In doing this, university-based alcohol education and awareness-raising campaigns can produce more successful outcomes.

#### **2.4 Barriers and enabling factors for participation**

Limited Australian evidence exists to highlight the barriers and enabling factors for participation in alcohol education and awareness-raising campaigns by university students (Snow et al., 2003). One Australian study by Snow et al. (2003) conducted two focus groups, comprising five students per group, at Deakin University to identify student perspectives on the barriers and enablers for participation in alcohol education or awareness campaigns. One focus group was

conducted on a regional campus and the other on a metropolitan campus, and both Australian and overseas students were represented. The results showed students endorsed and approved of alcohol education programs which were multifaceted, with some support for public advertising campaigns and some support for harm reduction strategies such as responsible service of alcohol, safe transport strategies, improved lighting on campus, and teaching peers to look out for each others' welfare. Students thought alcohol education or awareness-raising campaigns with a single, narrow focus and those that were trying to tell students to abstain from alcohol were barriers to taking notice of campaigns (Snow et al., 2003).

Another study conducted on the DrinkSmart program (Roche & Watt, 2000) undertaken on Queensland University campuses, showed some of the barriers and enablers of students engaging in the program. Ninety-five students participated in one of 14 focus groups over six campuses. One of the enablers for participation in the program was the interactive activities which DrinkSmart offered. Students felt the physical setting in which these interactive activities were administered was important as this could enable or discourage participation depending on this location. Students suggested if the activities were targeted and tailored for specific groups, faculties, ages and genders then this could enable more participation. Structural changes such as closing the drinking venues earlier, and/or abolishing drink nights which provide cheap drinking opportunities were suggested by students as additional enablers in participation. One of the main barriers was the students' perception that DrinkSmart was about abstaining from drinking (Roche & Watt, 2000).

## **2.5 Previous university-based campaigns**

Numerous university alcohol education or awareness-raising programs have been implemented in the United States and can provide some general indicators for Australian campaigns (Roche & Watt, 1999). Research from the United States showed alcohol education or awareness-raising campaigns used singularly can not be expected to change student drinking behaviour (DeJong, 2002; Cuijpers, 2003). Alcohol education or awareness-raising campaigns are, however, still reported to be important for raising awareness about alcohol and its negative consequences. Over long term consistent exposure, along with other supportive strategies (i.e.

policy, advocacy, and structural change) alcohol education and awareness-raising campaigns may lead to behaviour change (Holder, 1998; DeJong, 2002; Lenton, 2005; Howat, Sleet, Maycock, & Elder, 2007). Further comparisons between the United States and Australian campaigns are inappropriate because of difference in the drinking cultures and the legal age of drinking (Roche & Watt, 1999). In Australia, there has been a limited number of alcohol education or awareness-raising campaigns on university campuses (Roche & Watt, 1999; Walker, 2000; Snow et al., 2003). This study examined three published Australian evaluations of university-based alcohol education or awareness-raising campaigns.

The 'DrinkSmart' program was developed in the 1990s and was implemented on university campuses in Queensland. It was developed to increase student's awareness of harmful alcohol consumption (Roche & Watt, 2000). The program was implemented by teams of student volunteers and university staff who ran activities using 'DrinkSmart' kits. The 'DrinkSmart' kits contained a Blood Alcohol Concentration breathalyser, a chocolate wheel (with associated prizes), and promotional materials with low-risk drink messages. The activities were run at student functions where alcohol was served.

University students aged 18 to 25 years old were provided with small financial incentives to participate in focus groups for the evaluation. In the focus groups, students were asked about what they thought about the 'DrinkSmart' program and what they thought the impact on the target population would be from running the program. Overall, the program was positively received and the inclusion of an interactive component was accepted by students. Students thought the campaign was promoting abstinence from alcohol consumption and there was no significant impact on students' awareness of the negative consequences of excessive alcohol consumption from the program. Students also perceived the program was targeting the wrong groups such as those who do not consume excessive levels of alcohol and only first-year students. The program, however, could provide a basis for the exploration of similar programs at other universities because of the student's positive reactions to the campaign (Roche & Watt, 2000).

The 'Victorian Tertiary Alcohol Campaign' (VTAC) implemented between July 2003 and July 2004 was designed to increase young adults' awareness of the

harms associated with excessive alcohol consumption (Ricciardelli & McCabe, 2008). The 'VTAC' included five different poster advertisements which contained messages of short-term effects from excessive drinking, displayed in Table 1. Each poster had the main message 'Is getting pissed getting pathetic (Just ask your friends)'. A 24 hour counselling service phone number and the Victorian Government's alcohol website was included on the bottom of each poster. These posters were placed on public transport shelters around universities, bathroom facilities of hotels or nightclubs which students regularly visited, and on-campus common rooms and student services in universities and technical colleges (Ricciardelli & McCabe, 2008).

**Table 1**

*Victorian Tertiary Alcohol Campaign messages*

Number	Message
1	'Pissed. Pissed. Pathetic'
2	'Wasted. Wasted. Wasted. Wanker.'
3	'Go out, get blind. Go out, get blind. Your friends are over it. Aren't you?'
4	'Go out, get smashed.. Go out, get smashed. Aren't you sick of this yet? Your friends are'
5	'Go out, get wasted. Go out, get wasted. You friends are over it. Are you?'

To evaluate this campaign, interviews were conducted with 671 university students recruited from public transport shelters, metropolitan hotels and regional hotels who had seen the VTAC. In the interviews, students were asked about the content of the posters, the messages they were trying to communicate and the significance of the messages. Out of the students who made positive comments, students thought the campaign was relevant to university students and the messages were truthful and realistic. Students who identified negative aspects about the campaign thought it had limited impact on drinking behaviours, students 'won't listen' or 'don't care' about the campaign, or thought the campaign did not offer enough factual information. Just over half (52%) of the respondents, identified the main message of the campaign was the negative outcomes from excessive drinking and another 44% of respondents' recognised this message was

encouraging moderate alcohol consumption. It was concluded the campaign was valuable and future campaigns should continue (Ricciardelli & McCabe, 2008).

In 2004, the Tertiary Alcohol Project (TAP), an integrated multi-strategic alcohol awareness program, was implemented at the University of Western Australia (UWA) with funding provided by Healthway. The program comprised a range of integrated strategies at the population, group and individual levels. One of these strategies at the population level was an alcohol awareness print media campaign. The campaign aimed to increase students' awareness, by portraying short-term negative consequences of excessive alcohol consumption, and increase student's awareness of the help services available for alcohol. The five print advertisements from the VTAC (i.e. 'Is getting pissed getting pathetic?') were utilised. These were re-branded for the UWA TAP with appropriate local alcohol service contacts (i.e. Alcohol and Drug Information Service and UWA TAP details) (Crawford, Freijah, & Wilkins, 2006).

A total of 23 on-campus displays were set up comprising the print advertisements, complemented by interactive activities, and print media was distributed to students. In addition, the print media was displayed in 10 faculty stands around campus, in student services, in the medical centre, in the Guild courtyard and rotundas, at events, in the toilets, and in several library displays. To complement the print advertisements, specific TAP merchandise with the slogan 'is getting pissed pathetic?' were developed with financial support from Local Drug Action Groups and the City of Subiaco. These were distributed at events along with other merchandise from stakeholders. In total there were 12137 print resources distributed to students in 2006. Interactive activities (n=17) were run to complement the print media campaign and included a chocolate wheel activity, standard drinks competitions, vision goggles, raffles, stalls and bingo. These were run by the Community Drug Service Team, RoadWise staff, Tertiary Alcohol Project Officers, Royal Lifesaving Society Staff and student volunteers (Crawford et al., 2006).

Evaluation of the UWA TAP was completed in 2006, with students being sampled from residential colleges, libraries, guild areas and the recreation centre. A total of 306 intercept surveys were completed over three periods by the UWA Survey

Research Centre. Out of all the students surveyed, 71% of respondents recalled seeing the UWA TAP posters and when prompted about the main campaign message (i.e. 'Is getting pissed getting pathetic?') 77% of respondents recalled this message. From the respondents who had seen the print advertisement, 18% contemplated either reducing alcohol consumption or considered talking to a friend with an alcohol issue. Moreover, 80% of the total number of respondents agreed the print media campaign was appropriate in delivering alcohol messages to students with 77% of respondents making positive comments about the print media campaign. Just over half (51%) of the respondents identified UWA provided on-campus alcohol-related services. Overall, the print media campaign produced positive outcomes because the majority of respondent's recognised the posters messages (i.e. the short-term negative consequences of excessive alcohol use) and identified alcohol services available on-campus for students (Crawford et al., 2006).

All three Australian university campaigns reviewed, reported promising findings. Evaluation of the DrinkSmart program showed respondents' positive views of the program and its interactive activities. Despite there being no change in students' awareness of the negative consequences of alcohol consumption results were still important for the basis of future campaigns. Promising results from the VTAC showed just over half of the students recognised the campaign message was about the negative consequences from excessive alcohol consumption. The VTAC was valuable because students positively responded to the campaign. Evaluation of the print media campaign component of the UWA TAP found a majority of respondents had seen the five campaign posters and perceived these positively. There was also increased awareness of the alcohol services available on-campus for students. Findings from these three university-based campaigns suggested that Australian university-based alcohol education or awareness-raising campaigns can provide encouraging outcomes and should be investigated further.

## **2.6 'Enough is Enough'**

The Western Australian Drug and Alcohol Office in partnership with the Injury Control Council of Western Australia coordinated the 'Enough is Enough' population based alcohol education program between 2006 and 2007. 'Enough is Enough' aimed to reduce the consequences arising from excessive alcohol use and

associated drunkenness and to change the social acceptability of drunkenness in the community (Drug and Alcohol Office, 2007b). The program was designed to be an 'umbrella' under which multiple strategies could be implemented over time. The first stage, from November 2006 to January 2007, involved a press advertising campaign in community newspapers, bus shelter advertising all over Western Australia, sponsorship of City of South Perth youth activity area and advertising on Smart Cars. In February 2007, the program then branched into supporting local ownership of the program by administering grants to local groups to run awareness-raising campaigns in various settings.

In February 2008, the WA Drug and Alcohol Office released a briefing note about changing the name of the 'Enough is Enough' program to 'Rethink Drink.' There were no changes to any of the campaign aims or objectives, only the name changed. This change of name was reportedly based on discussions with stakeholders, and engagement on the population level and in focus groups (Vitale, 2008). The reason for the change was that people reportedly felt they could not engage with the 'Enough is Enough' brand as it was a general message and could have been about anything (i.e. hard to associate with alcohol). It was apparently also found people did not personalise the message from 'Enough is Enough' (Vitale, 2008). The campaign was subsequently re-launched with the new name 'Rethink Drink' on Sunday February 17, 2008 along with a new media campaign (i.e. TV advertisements, press advertisements) and website. There did not appear to be any other form of evaluation for the 'Enough is Enough' program. This indicated a general need for more published evaluations of Australian alcohol education or awareness-raising campaigns to be completed.

## **2.7 Summary**

The literature showed alcohol use amongst Australian university students, aged 17-25 years old, has become a concern due to students consuming alcohol excessively which puts them at high risk of short- and long-term harm. University students, additionally, recognised the negative consequences of excessive alcohol use but did not perceive them to be a problem or likely to occur. To address these concerns Australian studies have suggested targeting university students in university settings through alcohol education or awareness-raising campaigns. To reach university students through appropriate communication channels and with

the most relevant alcohol information, the barriers and enablers to students' participation in alcohol education or awareness-raising campaigns was considered. The barriers identified which prevented students' engagement were campaigns which used singular approaches and those with abstinence messages. Enablers identified which encouraged student's participation included holistic, multi-faceted approaches, harm reduction messages, interactive activities and structural changes (i.e. abolishing cheap drink nights and closing drinking venues earlier).

Previous research on university-based alcohol education and awareness-raising campaigns were common in the U.S. These indicated the limitation of these types of campaigns to change behaviours, but highlighted the importance of these campaigns in raising awareness of the harmful alcohol-related consequences. Further exploration of U.S. university-based alcohol campaigns were not possible due to cultural differences with Australia. Unlike the U.S., previous Australian research which focused on university-based alcohol education or awareness-raising campaigns was relatively limited. Three previous Australian evaluations of university-based alcohol education or awareness-raising campaigns were reviewed; DrinkSmart, the Victorian Tertiary Alcohol Campaign (VTAC) and the University of Western Australia Tertiary Alcohol Project (UWA TAP). In all three campaigns, the majority of the comments provided by respondents were positive and supportive of university-based alcohol education or awareness-raising campaigns. This suggested the value of these types of campaigns and highlighted the need for more Australian evaluations to continue.

Other than the briefing note released about feedback for the 'Enough is Enough' program, there did not appear to be any other published evaluation.

Opportunistically, the WA community based 'Enough is Enough' alcohol education program was one which could be implemented at a WA university to target university students who consume excessive levels of alcohol. This would expand Australian research on university-based campaigns which appeared to be relatively limited in this study.



### **3: THEORETICAL FRAMEWORK**

The Stages of Change Model was the theoretical framework for this study. The Stages of Change Model was developed by Prochaska and DiClemente and focused on the five common stages by which individuals changed their behaviours; pre-contemplation, contemplation, preparation, action and maintenance (Nutbeam & Harris, 2004). The Stages of Change Model is not linear and discrete because individuals go through the different stages at different times. Instead the model is spiral and cyclical, where some individuals may get trapped for a period of time at a particular stage and some individuals may relapse and start back at the beginning (Prochaska, DiClemente, & Norcross, 1992).

In the pre-contemplation stage individuals have no intention of changing their behaviour and usually fail to acknowledge or accept they have a problem. As the person begins to become aware of the negative consequences of the behaviour, however, they move from the pre-contemplation stage into the contemplation stage. The contemplation stage is where individuals are willing to see their behaviour as a problem and consider changing, but are not willing to take action to change their behaviour just yet. Individuals who are intending on making a change to their behaviour in the near future are in the preparation stage. During the action stage individuals observably change their behaviour. Maintenance is the stage where individuals continue with their behaviour change to prevent relapse and to keep obtaining the positive outcomes (Prochaska et al., 1992; Prochaska et al., 1994).

Another aspect to the Stages of Change Model is the 'Processes of Change', which explains how individuals cycle through the different stages in an attempt to change their behaviour. There are ten Processes of Change which are relevant to certain Stages of Change. These are self-liberation, consciousness raising, social liberation, dramatic relief, self-re-evaluation, reinforcement management, counter conditioning, environmental re-evaluation, helping relationships and stimulus control. The ten processes of change are applicable at different stages in the Stages of Change Model. For example, movement from the pre-contemplation to the contemplation stage occurs through certain 'processes of change' including 'consciousness raising', 'environmental evaluation' and 'dramatic relief'.

Increased awareness which occurs is known as 'consciousness raising'. 'Environmental re-evaluation' is where the individual assesses whether their behaviour is a problem. 'Dramatic relief' refers to the process where an individual's emotional awareness towards the behaviour is increased. Individuals experiencing these three 'processes of change' may progress into the contemplation stage from the pre-contemplation stage (Prochaska et al., 1992).

The pre-contemplation and contemplation stages were the most relevant to the first phase of this study as they provided some indications of students' cognitive processes and these could be predictors for future movement into the other stages of change. This phase focused on the extent to which the 'Enough is Enough' campaign at ECU Joondalup raised awareness of the negative consequences from excessive alcohol consumption and decreased students' perceived acceptability of drunkenness. If increased awareness of the students occurred as a result from the campaign this would suggest the 'consciousness raising' process of change occurred. According to the model this could suggest a small movement from the pre-contemplation stage towards the contemplation stage of change. If decreased perceived acceptability of drunkenness by students occurred this would suggest students were aware of drunkenness and its consequences indicating either 'consciousness raising' or 'environmental re-evaluation' had occurred. This means students could potentially move from the pre-contemplation to contemplation stage.

An additional aspect important for the second phase of this study was the integration of the Stages of Change model with the constructs of the decision-making model. This model assumed individuals made decisions of changing their behaviour based on the consideration of the potential benefits and deficits. A suggested eight factors were important in the decision process (Janis & Mann, 1977, cited in Prochaska et al., 1994). In another study, though, a 24-item instrument was used to assess this decisional balance involved in the stages of change and it was concluded there were only two factors involved in making decisions about behaviour change (i.e. the pros and cons) rather than eight factors (Velicer, DiClemente, Prochaska, & Brandenburg, 1985, cited in Prochaska et al., 1994). The stage of change an individual is in influences the decisional balance an individual experiences between the behaviour's pros and cons. For example, in

the pre-contemplation stage the pros of the problematic behaviour would be more important than the cons. In the contemplation stage, however, the cons of the problematic behaviour may slightly overshadow the pros (Prochaska et al., 1994).

In relation to the second phase of this study, the decisional balance between pros and cons involved in progression through the Stages of Change was important. The second phase explored the ways in which students could be engaged in alcohol education or awareness-raising campaigns including those factors which inhibited and encouraged participation. Students engaged in an alcohol education or awareness-raising campaign would be more likely to see the cons of the problematic alcohol consumption behaviour rather than the pros. This could indicate a departure from the pre-contemplation stage into the contemplation stage of change. Individuals who were not engaged in an alcohol education or awareness-raising campaign would have more focus on the pros of the problematic alcohol consumption behaviour and therefore would remain in the pre-contemplation stage.

## **4: METHODS**

### **4.1 Questions**

This research addressed the following questions.

1. Has the 'Enough is Enough' campaign, at Edith Cowan University, on the Joondalup campus, increased the students' awareness of the consequences of excessive alcohol use?
2. Has the 'Enough is Enough' campaign at Edith Cowan University, on the Joondalup campus, decreased university students' perceived acceptability of drunkenness?
3. What do university students want included in alcohol education and awareness-raising campaigns?
4. How can alcohol education or awareness-raising campaigns be best delivered to university students?

### **4.2 'Enough is Enough' campaign details**

The 'Enough is Enough' campaign at ECU Joondalup was implemented over Semester Two of 2007. Six campaign messages from 'Enough is Enough' were used which included slogans describing the short-term effects of excessive alcohol consumption. The six campaign messages are presented in Appendix 1. There were a number of strategies which were implemented utilising the six campaign messages including:

- A4 posters and wallet cards of the six campaign messages being put up in a library display.
- Images of the campaign messages shown regularly on the plasma screens in the library and the adjoining e-labs.
- Seventy-five A3 sized posters of the campaign messages placed on student noticeboards around campus and on the back of the doors inside the male and female toilets.
- One of the campaign messages (Home Wrecker) shown on the back of both of the Joondalup CAT bus routes (i.e. route 10 and 11). Both the

Joondalup CAT buses rotate from the Joondalup Train Station passed ECU Joondalup a total of 82 times per day.

- The campaign messages used on bus shelters around campus (i.e. Grand Boulevard and Kendrew Crescent, Joondalup Drive and Kennedy Drive, Grand Boulevard and Collier Pass, and Joondalup Drive and Hodges Drive).
- Two of the campaign messages appearing in the student magazine 'Inbox' (i.e. messages 'Smash' and 'Party Crasher'). One thousand five hundred copies of this magazine were printed and distributed quarterly.
- An activity, run by the researcher in the library with permission from the ECU Facilities Management Office. The activity included using a bingo barrel to quiz students on alcohol knowledge with a prize incentive supplied by RoadWise for involvement. Standard drinks information was handed out at the activity. The activity was run on a day and at a time where there was a 'common lunch hour' for students thereby to increase the exposure of the activity to students. A flyer was used to promote this activity (see Appendix 2).

A schedule of the timing and rotation of these campaign strategies is included as Appendix 3.

### **4.3 Study design**

This research study was a mixed methods design which was conducted in two phases. The first phase involved a pre- and post-test questionnaire and the second phase involved semi-structured interviews. Previous Australian published research has either used a qualitative study design such as focus groups (Roche & Watt, 2000) and interviews (Ricciardelli & McCabe, 2008) or used a quantitative study design using a survey (Crawford et al., 2006).

Pre-test and post-test questionnaires can be useful in the evaluation of health campaigns because they show the impact the initiative has had on the target group. This provides baseline data prior to the campaign being implemented and this can be compared to the data collected after the campaign has been implemented. This design is useful for evaluating the short-term impact of

campaigns because there are fewer influential variables in the short term which can confound the effects the campaign has on the target group. The influential variables could be confounding events or activities such as other alcohol education or awareness-raising campaigns on campus (Robson, Shannon, Goldenhar & Hale, 2001). The pre-test and post-test design was important for this study since 'Enough is Enough' was a campaign which was already in the WA community and some individuals could have already seen the campaign prior to the campaign being implemented on campus. The pre-test questionnaire allowed for this data to be collected.

The qualitative component of this study used semi-structured interviews which are conversational in nature. They allow for probing of the respondent and questions can be asked in any order and phrased differently for each interview (Bell, 2005). The interviews explored what ECU students wanted in terms of low-risk alcohol consumption messages and the most appropriate ways they can be promoted to university students.

#### **4.4 Ethics**

Ethical approval for this research was obtained from the ECU Faculty of Computing, Health and Science Human Research Ethics Sub-Committee for this research project. In addition, approval was obtained through Ms Jennie Barwick, the former Manager of the ECU Joondalup Student Village to obtain data for this study.

For the quantitative component, students were given an information sheet (Appendix 4) together with the questionnaire detailing the study. Once the students read the information sheet, proceeded to completing the questionnaire and placed this completed questionnaire into the locked box, they provided consent to participate in this study.

For the qualitative component, students were given the information sheet (Appendix 5) and provided active consent through a consent form (Appendix 6) prior to the interview commencing. The interviews were digitally audio taped with written consent from the participants. The audio from the interviews was placed

onto a CD. During transcription pseudonyms were given to all participants to ensure confidentiality and anonymity (i.e. Student A, Student B).

The confidentiality of records in the study was maintained and preserved in accordance to the ECU Ethical Research Protocol. During the period of the study, completed questionnaires, signed consent forms, transcribed interviews and audio CD were held separately in a locked cabinet, accessible only to the researcher. Electronic data was held on a password protected file. During the period of preservation, the research records will be kept confidential by storing them in a locked filing cabinet in the Centre for Public Health Building 19 at Edith Cowan University on the Joondalup campus. After the preservation period of five years, the original records from the research will be shredded and audio CD destroyed.

#### **4.5 Data collection**

The quantitative component of the research addressed Research Questions 1 and 2 and was undertaken through an anonymous self-completion questionnaire completed prior to the campaign being implemented and then again post-campaign. The pre- and post-questionnaires were placed into the students' mail boxes in the ECU Joondalup Student Village on the first day of Orientation Week and again at the start of Week 11 Semester Two 2007, respectively. Students were given twelve days to complete both pre- and post-questionnaires. The questionnaire is attached as Appendix 7.

The qualitative component of the project addressed Research Questions 3 and 4 and was in the form of semi-structured face-to-face interviews. Five interviews with students were completed and were between 15 and 30 minutes duration. They were audio taped, with written and oral consent, and later transcribed verbatim. The interviews took place throughout Semester one, 2008. Students interviewed were between the ages of 18 and 30 years old and most were from Health Science backgrounds. An interview schedule is attached in Appendix 8.

#### **4.6 Sampling**

The study population for this research project was the tertiary students who studied at the Joondalup campus of ECU. A sample of students from this population was used to collect the qualitative and quantitative data for this project.

For the quantitative component, convenience sampling was used to recruit participants from the ECU Joondalup Student Village (Hawe, Degeling, & Hall, 1990). Pre- and post-questionnaires and information sheets explaining the research were placed into all students' mail boxes inviting students to participate. The Manager of the ECU Joondalup Student Village and other Housing Officers reminded and encouraged students to fill in the pre- and post-questionnaires. This was confirmed with a meeting with the Manager of Student Village Housing. Reminder notices (Appendix 9) were placed into the student's mail boxes by the researcher, on both pre- and post-questionnaire occasions, for further encouragement. Once the pre- and post-questionnaires were completed students placed these into an envelope and into a locked box in the Housing Office. According to the Manager of Student Village Housing there were 148 students living in the student village at ECU Joondalup at the start of Semester 2, 2007. Different students completed the questionnaires during pre- and post-test and therefore the samples were non-matching.

For the qualitative component participants were drawn from the whole student population at ECU Joondalup. Convenience sampling was chosen to sample students for the interviews due to resource and time constraints (Hawe et al., 1990). Flyers promoting the interviews were sent to students through emails from the researcher's supervisors (Appendix 10). The researcher also found students through previous contacts in university classes. Five students were interviewed.

#### **4.7 Data analysis**

The responses to the questionnaires were analysed using the statistical package SPSS 14.0 for Windows Student Version. By using descriptive statistics, particularly frequency distributions, the pre- and post-questionnaire data was analysed and compared (Coakes & Steed, 2007). Where appropriate, the responses to open-ended items in the questionnaire were categorised, so different responses on the same scale could be compared (Rose & Sullivan, 1996).

The five interviews were transcribed verbatim and responses coded. This began by continuously reading the transcriptions manually and identifying information which was both relevant to the research questions and commonly occurring. The information was then grouped into common themes in a table format. Once the



categorising of information into major themes reached saturation and clear succinct categories emerged, the data analysis was complete (Bailey, 1997).

#### **4.8 Validity**

Validity refers to the extent to which the research instrument can obtain the data which it was designed to obtain (Bell, 2005). Assessing the validity of a research instrument, such as the questionnaire used in this research, is essential in order to obtain valid data.

Using an existing, valid research instrument was suitable (Colton & Covert, 2007), however could not be located. In this research the 'awareness of the negative consequences' scale and the acceptability of drunkenness questions were adapted from the WA Drug and Alcohol Office's 2004 'Public Drunkenness Baseline Survey'. This survey was used to collect alcohol consumption data from the general community of WA aged 14 years and over. This survey, however, was conducted by telephone and was aimed at gathering information from the broader community (TNS Social Research, 2007). Modifications to the questions were made to suit the target audience (i.e. young adults) and formatted to a self-directed questionnaire for the purposes of this research. The questions which related to campaign recognition were developed specifically for this research. Content validity of the questionnaire was undertaken by a panel of four experts which comprised two people from Public Health (ECU) and two people from alcohol and drug counselling (North Metropolitan Community Drug Service). The panel reviewed the questions and altered these questions to ensure they would elicit the information required to answer the research questions (Colton & Covert, 2007).

During data analysis interview data may be subject to investigator bias thereby threatening the validity of results. To improve the validity of the interview data in this study a second independent researcher coded the data (Ballinger, 2006). Due to some of the interview data not being mutually exclusive to certain coded themes the commonly used Kappa statistic was not used to compare coding (Eccleston, Werneke, Armon, Stephenson, & MacFaul, 2001). Instead, percentage agreement was determined. The level of agreement between the researcher and the independent researcher was between 75% and 86% with a mean agreement of 80.3%.

#### **4.9 Reliability**

Reliability is the extent to which a research instrument such as the questionnaire used in this research, produces constant results over a given time period and in comparable circumstances. Commonly used to assess reliability of a research instrument is the 'test-retest' method. This method involves administering the research instrument on two different occasions to the same sample (Colton & Covert, 2007). During this study, an assessment of the questionnaire through the reliability 'test-retest' method was not practicable due to financial and resource constraints. In addition, other reliability measures, such as 'split-half reliability', could have been completed (Colton & Covert, 2007). This, however, was not undertaken due to time limitations.

## 5: PHASE ONE RESULTS

### 5.1 Response rate

From the total of 148 eligible students living in the ECU Joondalup Student Village in Semester Two 2007, 48 (32%) students completed the pre-questionnaire and 55 (37%) students completed the post-questionnaire.

### 5.2 Demographic characteristics

More males (52.7%, N= 29) responded at post-test than at pre-test (41.7%, N= 20). Fewer females responded at post-test (47.3%, N= 26) than at pre-test (58.3%, N=28). The mean age for the pre-test sample (20.79) was younger than the post-test sample mean age (21.82). There were slightly more undergraduates in the pre-test (93.8%) than in the post-test sample (89.1%). There were more respondents in the pre-test who had been at ECU for less than one year (70.8%) compared to those in the post-test (60%). There were slightly more students studying full-time in the pre-test (95.8%) than in the post-test sample (92.7%).

### 5.3 Campaign recognition

Respondents were asked whether they had seen or heard about the 'Enough is Enough' campaign and its physical locations. There were more respondents who had seen or heard about 'Enough is Enough' in the post-test sample (80%) compared to the pre-test sample (10.4%). This is displayed in Table 2.

**Table 2**

***Campaign recognition***

	<b>Pre-test</b>	<b>Post-test</b>
<b><i>Campaign recognition</i></b>		
Yes, recognised campaign	5 (10.4%)	44 (80%)
No, did not recognise campaign	43 (89.6%)	11 (20%)
<b>Total</b>	<b>48 (100%)</b>	<b>55 (100%)</b>
<b><i>Locations of recognition</i></b>		
On-campus at ECU only	4 (8.3%)	19 (34.5%)
In the general, larger WA Community	1 (2.1%)	3 (5.5%)
In the Joondalup community area	0	2 (3.6%)
Both on-campus at ECU and in Joondalup	0	19 (34.5%)
All locations	0	1 (1.8%)
<b>Total</b>	<b>48 (100%)</b>	<b>55 (100%)</b>
<b><i>Messages recognised</i></b>		

Wild Spirit	1 (2.1%)	33 (60%)
Home Wrecker	2 (4.2%)	19 (34.5%)
Twelve Stitches	0	13 (23.6%)
Party Crasher	1 (2.1%)	23 (41.8%)
Thug Bitter	1 (2.1%)	18 (32.7%)
Smash	2 (4.2%)	18 (32.7%)

Respondents were asked about the location they had seen or heard about the program as shown in Table 2. At pre-test, out of the five respondents (10%) who had recognised the campaign, four respondents had seen or heard about the program ‘on-campus at ECU only’ (8.3%) and the fifth respondent saw or heard about the campaign in the ‘general, larger WA community’ (2.0%). This fifth respondent did not see any of the six campaign messages used for this campaign at ECU. It can be assumed respondents had seen or heard about other ‘Enough is Enough’ materials. Comparison with the post-test results showed over a quarter of students had seen ‘Enough is Enough’ only on-campus at ECU (34.5%). Eleven of these respondents (20%) who had seen or heard about the campaign did not actually see any of the six campaign messages used on-campus. This suggests they may have heard about the campaign from other students by word of mouth or read about it through the pre-questionnaire information letter.

In addition, respondents were prompted with images of the six campaign messages to further assess campaign recognition. The results are displayed in Table 2. At pre-test a small percentage of respondents reported having seen the campaign messages ‘Wild Spirit’(2.1%), ‘Home Wrecker’ (4.2%), ‘Party Crasher’(2.1%), ‘Thug Bitter’ (2.1%) and ‘Smash’(4.2%). No pre-test respondents saw the ‘Twelve Stitches’ message. In comparison in the post-test, more respondents saw the six campaign messages ‘Wild Spirit’ (60%), ‘Party Crasher’ (41.8%), ‘Home Wrecker’ (34.5%), ‘Thug Bitter’ (32.7%) and ‘Smash’ (32.7%) and ‘Twelve Stitches’ (24%). The main locations where respondents in the post-test saw the six campaign messages was as posters around campus and as the messages placed on the Joondalup CAT buses. Six respondents in the post-test reportedly saw the ‘Wild Spirit’ message in the student magazine ‘Inbox’ which was not placed into the magazine. Only the ‘Party Crasher’ and ‘Smash’ messages were placed into the magazine.

Respondents were also asked what each of the six campaign messages meant to those who saw the campaign messages. In the pre-test, there were either brief responses or no responses to these questions. The most common meaning was that alcohol can lead to 'violence'. At post-test not all students filled in these questions and responses were quite brief. Most respondents who had seen the messages thought they were about alcohol causing 'aggressive behaviour', 'violence' or 'verbal abuse'. Similarly to the pre-test, the students wrote non-personalised comments. There were a small number of students who did not understand the six campaign messages, and thought the messages were promoting alcohol consumption. Some respondents admitted these messages meant 'nothing' to them.

#### **5.4 Campaign appropriateness**

Respondents were asked whether the 'Enough is Enough' campaign was appropriate or inappropriate for raising awareness of alcohol issues at ECU Joondalup and then provide reasons for this opinion. At pre-test, out of the four respondents reported seeing or hearing about the campaign, two (4%) said the campaign was appropriate and two (4%) said the campaign was inappropriate. At post-test out of those who had seen or heard about the campaign (80%), 33 (60%) respondents thought the campaign was appropriate and 9 (16.4%) respondents thought the campaign was inappropriate. At both pre- and post-test there was a range of reasons provided for the 'Enough is Enough' campaign being appropriate or inappropriate. At post-test 23 respondents (69.7%) felt the campaign was appropriate at ECU Joondalup to increase awareness of alcohol issues and to educate university students. Another 9 respondents (27%) at post-test reported university settings such as ECU Joondalup were appropriate to target university students. The small percentage of respondents at post-test who thought the campaign was inappropriate (16.4%), believed this was because 'Enough is Enough' could be mistaken for alcohol advertising (3.6%) and the use of passive advertising was ineffective (5.5%). Some respondents believed 'Enough is Enough' could have used more useful information such standard drinks or health effects from drinking alcohol excessively (3.6%).

### 5.5 Awareness of consequences

To assess student's awareness of the negative consequences of excessive alcohol consumption, students' were asked to respond to the likelihood of certain negative consequences occurring from excessive alcohol consumption. These negative consequences included a car crash, verbal abuse, physical abuse, vandalism, sexual behaviours, and failing university assessments. The results from this are displayed in Table 3. At pre-test students perceived the likelihood of a car crash (50%), verbal abuse (31.3%), physical abuse (12.5%), vandalism (16.7%), sexual behaviours (29.2%) and failing at university (27.1%) as highly likely to occur. At post-test, however, an increased percentage of students perceived the same consequences as highly likely to occur. The perceived high likelihood at post-test of a car crash was 58.2%, verbal abuse 52.7%, physical abuse 45.5%, vandalism 36.4%, sexual behaviours 47.3% and failing at university 32.7% as shown in Table 3. Another notable difference between pre- and post-test was a decreased percentage of respondents perceiving some of the consequences as 'likely' to occur. At pre-test respondents' perceived verbal abuse (54.2%), physical abuse (56.3%), vandalism (43.8%), and sexual behaviours (56.3%) as 'likely' to occur, however, at post-test respondents' perceived verbal abuse (30.9%), physical abuse (25.5%), vandalism (36.4%), and sexual behaviours as 'likely' to occur. It appeared some of the respondents' in the pre-test who perceived these consequences as 'likely' to occur had changed their perceptions in the post-test to 'highly likely'.

**Table 3**  
*Perceived likelihood of consequences*

	Pre-test	Post-test
<b><i>Car crash</i></b>		
Highly likely	24 (50.0%)	32 (58.2%)
Likely	15 (31.3%)	13 (23.6%)
Unsure	4 (8.3%)	2 (3.6%)
Unlikely	2 (4.2%)	6 (10.9%)
Highly unlikely	1 (2.1%)	1 (1.8%)
Invalid	1 (2.1%)	0
Non response	1 (2.1%)	1 (1.8%)
<b>Total</b>	<b>48 (100%)</b>	<b>55 (100%)</b>
<b><i>Verbal Abuse</i></b>		
Highly likely	15 (31.3%)	29 (52.7%)
Likely	26 (54.2%)	17 (30.9%)
Unsure	4 (8.3%)	4 (7.3%)

Unlikely	2 (4.2%)	3 (5.5%)
Highly unlikely	0	0
Invalid	0	1 (1.8%)
Non response	1 (2.1%)	1 (1.8%)
<b>Total</b>	<b>48 (100%)</b>	<b>55 (100%)</b>
<b><i>Physical Abuse</i></b>		
Highly likely	6 (12.5%)	25 (45.5%)
Likely	27 (56.3%)	14 (25.5%)
Unsure	9 (18.8%)	9 (16.4%)
Unlikely	5 (10.4%)	6 (10.9%)
Highly unlikely	0	0
Invalid	0	0
Non response	1 (2.1%)	1 (1.8%)
<b>Total</b>	<b>48 (100%)</b>	<b>55 (100%)</b>
<b><i>Vandalism</i></b>		
Highly likely	8 (16.7%)	20 (36.4%)
Likely	21 (43.8%)	20 (36.4%)
Unsure	13 (27.1%)	8 (14.5%)
Unlikely	4 (8.3%)	6 (10.9%)
Highly unlikely	1 (2.1%)	0
Invalid	0	0
Non response	1 (2.1%)	1 (1.8%)
<b>Total</b>	<b>48 (100%)</b>	<b>55 (100%)</b>
<b><i>Sexual Behaviours</i></b>		
Highly likely	14 (29.2%)	26 (47.3%)
Likely	27 (56.3%)	20 (36.4%)
Unsure	4 (8.3%)	7 (12.7%)
Unlikely	1 (2.1%)	1 (1.8%)
Highly unlikely	1 (2.1%)	0
Invalid	0	0
Non response	1 (2.1%)	1 (1.8%)
<b>Total</b>	<b>48 (100%)</b>	<b>55 (100%)</b>
<b><i>Fail at University</i></b>		
Highly likely	13 (27.1%)	18 (32.7%)
Likely	9 (18.8%)	14 (25.5%)
Unsure	12 (25.0%)	10 (18.2%)
Unlikely	8 (16.7%)	9 (16.4%)
Highly unlikely	5 (10.4%)	3 (5.5%)
Invalid	0	0
Non-response	1 (2.1%)	1 (1.8%)
<b>Total</b>	<b>48 (100%)</b>	<b>55 (100%)</b>

## 5.6 Acceptability of drunkenness

The questionnaire asked respondents whether they thought drunkenness was acceptable on certain occasions. At pre-test 72.9% of respondents thought it was acceptable to get drunk on certain occasions. At post-test, there were more

respondents who thought it was acceptable to get drunk on certain occasions (74.5%) shown in Table 4.

**Table 4**  
*Acceptability of drunkenness*

	Pre-test	Post-test
Acceptable	35 (72.9%)	41 (74.5%)
Unacceptable	13 (27.1%)	14 (25.5%)
<b>Total</b>	<b>48 (100%)</b>	<b>55 (100%)</b>

Respondents were asked about the acceptability of drunkenness of specific occasions. These were exam completion, sport team victory, death, weekend, nightclub. A comparison between pre- and post-test for all occasions is shown in Table 5. There appeared to be a slight increase in acceptability of drunkenness from pre- to post-test on most of the occasions. This included an increases at pre- to post-test from 58.3% to 61.8% for 'exam completion', 47.9% 54.5% when a 'sporting team wins', 45.8% to 56.4% on the 'weekend', and 52.1% to 54.5% in the 'nightclub'. There was, however, a small decrease from 18.7% at pre-test to 16.4% at post-test for 'when someone dies'.

**Table 5**  
*Acceptability of drunkenness on certain occasions*

Acceptability	Pre-test	Post-test
<b>Exam Completion</b>		
Acceptable at exam completion	28 (58.3%)	34 (61.8%)
Acceptable on other occasions listed	7 (14.6%)	7 (12.7%)
Not acceptable at all	13 (27.1%)	14 (25.5%)
<b>Total</b>	<b>48 (100%)</b>	<b>55 (100%)</b>
<b>Sport wins</b>		
Acceptable at sport win	23 (47.9%)	30 (34.5%)
Acceptable on other occasions listed	12 (25.0%)	11 (20.0%)
Not acceptable at all	13 (27.1%)	14 (25.5%)
<b>Total</b>	<b>48 (100%)</b>	<b>55 (100%)</b>
<b>Death</b>		
Acceptable at death	9 (18.75%)	9 (16.4%)
Acceptable on other occasions listed	26 (54.2%)	32 (58.2%)
Not acceptable at all	13 (27.1%)	14 (25.5%)
<b>Total</b>	<b>48 (100%)</b>	<b>55 (100%)</b>
<b>Weekend</b>		
Acceptable on weekend	22 (45.8%)	31 (56.4%)
Acceptable on other occasions listed	13 (27.1%)	10 (18.2%)
Not acceptable at all	13 (27.1%)	14 (25.5%)



<b>Total</b>	48 (100%)	55 (100%)
<b>Nightclub</b>		
Acceptable in nightclub	25 (52.1%)	30 (54.5%)
Acceptable on other occasions listed	10 (20.8%)	11 (20.0%)
Not acceptable at all	13 (27.1%)	14 (25.5%)
<b>Total</b>	48 (100%)	55 (100%)
<b>Other occasions</b>		
Acceptable on other occasions	9 (18.8%)	14 (25.5%)
Acceptable on occasions previously listed above	26(81.3%)	27 (49.1%)
Not acceptable at all	13 (27.1%)	14 (25.5%)
<b>Total</b>	48 (100%)	55 (100%)

### 5.7 Perceptions of standard drinks

To assess students' perceptions on drunkenness and the number of standard drinks which are considered acceptable to become drunk (i.e. another assessment of the acceptability of drunkenness) students were asked how many standard drinks they thought a female and a male could drink before they became drunk. The comparison between pre- and post-test is displayed in Table 6. At pre-test, the mean number of standard drinks for females was 3.8 standard drinks, with one standard drink being the lowest and nine standard drinks the highest considered. For males the mean number of standard drinks was around 5.9 drinks with one and a half being considered the least and 16 standard drinks being the highest. At post-test, the mean number of standard drinks for females to become drunk was 3.8 with the least being one and the most being 12 standard drinks. For males, the mean number of standard drinks to become drunk was 6, with one being considered the least and 20 the most.

**Table 6**

#### *Perceptions of standard drinks to become drunk*

		<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Pre-test</b>	Males	44	1.50	16.00	5.8750	2.66136
	Females	44	1.00	9.00	3.7841	1.81210
<b>Post-test</b>	Males	50	1.00	20.00	5.9720	3.64446
	Females	49	1.00	12.00	3.7857	2.33631

### 5.8 Section summary

Respondents were asked about the 'Enough is Enough' campaign and its appropriateness through the questionnaire. Between pre- and post-test there were more respondents' who recognised the campaign and there was an increased

acceptance of the campaigns' suitability. The awareness of the negative consequences of excessive alcohol use was assessed through the questionnaire through the likelihood of certain negative consequences occurring. At pre-test a majority of respondents perceived the consequences as 'highly likely' to occur. At post-test, however, this percentage of respondents increased. At pre-test respondent's perceived the negative consequences of verbal abuse, physical abuse, vandalism, and sexual behaviours as 'likely' to occur, however, at post-test some of the respondents perceived these negative consequences as 'highly likely' to occur. Acceptability of drunkenness overall and acceptability of drunkenness on the occasions of exam completion, sport wins, weekend, nightclub and other occasions did not decrease between pre- and post-test. A small decrease in acceptability occurred on the occasion of 'death'.

## **6: PHASE TWO RESULTS**

The phase one results suggested increased campaign recognition and support for the campaign's appropriateness at the Joondalup campus of ECU. There was an increased awareness of the consequences of excessive alcohol use. There was, however, no reduction of the acceptability of drunkenness. A qualitative investigation was undertaken to further explore these quantitative results.

Five interviews were conducted to identify the type of alcohol education university students want included in university-based campaigns (i.e. 'student needs') and how these can be best delivered to university students (i.e. 'enablers' and 'barriers'). Quotations from the five interviews have been used to illustrate the key points where appropriate. All students interviewed were allocated pseudonyms to maintain anonymity.

### **6.1 Student needs**

In terms of the type of alcohol education students need in universities two main areas were identified. These were holistic strategies as opposed to singular approaches and harm reduction rather than abstinence messages.

Students interviewed in this study discussed the various aspects of the campaign, not just focusing on a singular way of carrying out an alcohol education or awareness raising campaign. Whilst students did not state multifaceted, holistic campaigns were more effective than singular approaches, there were many different parts of a low-risk drinking campaign acknowledged such as policies, interactive activities, harm reduction messages, and student volunteers as peer role models. Student C mentioned "a more holistic approach would really help".

The most appropriate and relevant message for students were those with a harm reduction focus, particularly standard drink messages. "Instead of it being bad and wrong [to consume alcohol] make it an opportunity to help yourself and not hurt yourself" (Student A). Students interviewed, thought through the promotion of standard drinks, university students could still engage in drinking but consume alcohol at safer levels thus preventing harm which arises from the excessive use of alcohol. "It's not about telling them 'not to drink' but rather to have moderate consumption and that way to make it enjoyable and safe" (Student E). Some of

the students interviewed agreed whilst it was important and appropriate that students receive low risk alcohol messages through the promotion of standard drinks, currently there was confusion or a misunderstanding about standard drinks. “Most people don’t understand what a standard drink is so I think it’s very important. I spent some time trying to work out actually what a standard drink is myself” (Student E).

## **6.2 Enablers for campaign engagement**

There were six major enablers, identified from the interviews, which encouraged the participation of students to engage in alcohol education or awareness-raising campaigns.

The use of technology was seen by interviewed students as being one of the main appropriate ways of getting a low-risk alcohol consumption message out to students. Student’s identified that technology such as the internet, email and SMS was used by most students and so a low risk alcohol consumption message delivered through this channel may reach more students. Student E pointed out:

all students are so into technology...Using these avenues can make it more fun and also interesting for students because it provides a means for them to be involved other than reading a poster, having to fill out a survey or something which may take up their time.

Student B interestingly pointed to a SMS system whereby students can message a phone number and they get a text back from the number all about what they need to know “with mobile phones...you text the number...[to find] out [about] something about alcohol, like ‘what’s a standard drink for your full strength beer?’ and bang you get a message back”.

Students interviewed agreed it is important to have students as volunteers to be involved in an alcohol education or awareness-raising campaign about low risk drinking as they could enable the rest of the student population to be involved. Student volunteers could be involved in various areas with a campaign such as handing out resources, running stalls and activities and undertaking evaluation. “I think it might need volunteers...[and they can be] handing out flyers...or

something like that just to get students aware of it...rather than just having posters stuck up everywhere” (Student B). Student volunteers should generally come from a health background as these are the students who know more about alcohol education and can act as peer role models for other students. As student E noted “it’s important that the student actually knows what they are talking about so I think to come from a health background it’s very important.” Student volunteers involved in promoting a low risk alcohol campaign were also seen as more appropriate rather than having external bodies or older people running a campaign which students may not be able to relate to. This was seen as an enabler to encourage the rest of student population to become involved.

Activities which are interactive were seen as another enabler for students to get involved in alcohol education and awareness-raising campaigns. Activities and games through which students can learn about alcohol education “gets students involved in the campaign and not just merely hearing what’s being said” and “can get students to talk” (Student E). There was a vast array of activities which students discussed in the interviews as ways to disseminate low-risk alcohol consumption messages to students effectively and in a fun and interesting manner. One of the main activities described was a practical demonstration of what a standard drink is for each of the alcohol products. This could be undertaken by asking students to pour themselves what they thought was a standard drink and then comparing it to an actual standard drink. Student C proposed “maybe on a pub crawl if they included it [pouring standard drinks]...Because they probably...would not realise that they’re engaging in a health promotion program”.

Displays and stalls on Orientation day, certain health weeks and Guild Days were also commonly discussed as appropriate activities. These displays and stalls could be operated by volunteers who give out information thereby being more proactive rather than rely on passive advertising. The stalls can include all sorts of games and activities. Student E noted “the university stalls are important as well to be able to approach even random students who walk passed and have a quick chat.” There was also mention of incorporating safe alcohol messages with normal university activities. “It could be a huge part of a normal orientation day even to get these students when they actually have time to talk about it” (Student E).

However, in order to target students in subsequent years of study, “in class things could probably work.... just like a quick quiz ...you can get lecturers on board um because that way you [students] couldn’t avoid it” (Student B).

The role of incentives to attract and encourage student’s participation in an alcohol education or awareness-raising campaign was seen as essential by students interviewed. As Student D stated “the students that I’ve been in touch with are always complaining they are on a tight budget.” Students identified incentives needed to be used to entice students to take part in activities promoting low-risk alcohol messages. “Definitely prizes with the games...anything that will attract a student to take part” (Student E). There were various incentives suggested including food, money onto Smartriders or help with public transport and parking permits.

Promoting the campaign in an appropriate way was also seen as important in enabling students to take notice of an education or awareness-raising campaign. Student B described “if you got bright coloured shirts with a logo emphasising it, if you got balloons or something that grabs their attention” then this would be an ideal way of promoting a campaign. Other promotional materials recognised to promote the campaign included coloured pens, backpacks, stickers and other merchandise.

Choosing appropriate locations to target the campaign was seen as a factor in enabling students to participate in alcohol education or awareness-raising campaigns. On campus locations which are accessed regularly or attract a large concentration of students, would be important to target in a campaign to maximise its reach and effectiveness.

### **6.3 Barriers to campaign engagement**

There were four major barriers, identified from the interviews, as inhibitors for students engaging in alcohol education or awareness raising campaigns.

One of the major barriers identified, which prevents students from engaging in or taking notice of alcohol education or awareness campaigns is the social acceptability of alcohol in Australia. This was described in detail during most

interviews. Student's described how the social pressure can influence people's decision to not only consume alcohol, but to consume excessive amounts of alcohol in order to become drunk. The acceptability of alcohol in Australia is so strong students feel pressured otherwise they will be the odd one out. There "really is a social pressure to be drunk, if you're not drunk then there's something wrong with you" (Student A). The excessive consumption of alcohol in social situations is not only viewed as acceptable but can also be viewed as 'normal'. As Student B described:

To them they may not see their consumption of alcohol as an issue. To them it's a normal part of life; everyone else does it what's the big deal....That's because it is quite embedded in our culture, you know, to get knocked off or smashed or tipsy. You know, 'I was off my head the other night' and everyone thinks 'Oh yeah good on ya'.

The social acceptability of alcohol would not only affect a student's consumption of alcohol, but would also affect whether they are going to pay attention to alcohol education and awareness-raising campaigns. This means students will not pay attention to alcohol education and awareness efforts because of the social pressure for them to be drinking and the fear of being left out of their social group.

Students have a limited time on campus to take part or notice alcohol education and awareness-raising campaigns. Students have assignments, exams and often have to rush from class to class which means they may not notice or have time to stop and participate in an activity or read a poster. "It's very important that you catch students at the right time and not when they are going to rush off to class or when they're deep in exam time" (Student E).

The alcohol policy on campus (i.e. FS020 ECU's Alcohol on Campus Policy in Appendix 11) was seen as a barrier to students engaging in alcohol education or awareness-raising strategies. This was in terms of alcohol being available at licensed premises and at cheap prices. "I must admit the prices of drinks at the tavern was (sic) really low. It does encourage drinking" (Student A). "There's

bars on campus and even Pure ‘N’ Natural has beer” (Student C). Some students interviewed recognised the availability and the cheap prices would be counter-productive to an alcohol education or awareness-raising message:

If you’ve got the Health Promotion department trying to promote alcohol free days and the guild is having, you know, that party...I just think that those two things knock each other out. And the problem is that the people are much more interested in the free drinks than the, you know, alcohol education. (Student C)

The use of passive advertising (e.g. posters and pamphlets) as a method of communicating a safe alcohol consumption message on campus was seen as a barrier to students taking notice of alcohol education or awareness-raising activities. “Sending out pamphlets sometimes is not something that students want to be reading, they have enough things to be reading” (Student E). “Not everyone is going to take notice of those [posters] it’s a passive way of advertising” (Student B). As such students may think that “campaigns in general can be quite boring and um not very attractive” (Student E) when passive advertising is used.

#### **6.4 Section summary**

The five interviews conducted explored students’ alcohol education and information needs and the best approach to deliver these to university students. Holistic approaches rather than singular approaches were favourable with all students interviewed since they described a range of strategies which could be implemented. Students also identified harm reduction approaches, particularly those promoting standard drinks to be more appropriate for university students rather than abstinence messages. In order to best deliver a holistic approach to students which focuses more on harm reduction, students described the enablers and barriers involved in engagement with university-based alcohol education. The enabling factors which were considered by students to encourage participation on alcohol education or awareness-raising campaigns included using technology, incentives, promotional resources, activities, student volunteers and appropriate locations. The factors which were considered by students interviewed as being those which inhibit students’ participation included the Australian drinking culture, time commitments, passive advertising and the on-campus alcohol policy.



## 7: DISCUSSION

Phase one results have shown there were significantly more respondents in the post-campaign questionnaire (80.0%) than in the pre-campaign questionnaire (10.4%) that had seen or heard about the 'Enough is Enough' campaign. This would suggest a significant increase in the number of students seeing and hearing about the campaign on campus suggesting students recognised the on-campus campaign. This was similar to results shown in the UWA TAP where 71% of students surveyed had seen the posters from the campaign and when prompted about the main campaign message (i.e. 'Is getting pissed getting pathetic?') 77% of respondents recalled this message (Crawford et al., 2006).

Phase one qualitative comments, in both the pre- and post-tests, have shown students responding with brief, non-personalised comments about the meaning of each of the six campaign messages. These were mostly about 'aggressive behaviour', 'violence' and 'verbal abuse'. There were a few post-test respondents who were confused with the campaign messages and thought the campaign messages were promoting alcohol consumption.

There were more people in the post-test sample (60%) than the pre-test sample (4%) who thought the campaign was appropriate for addressing alcohol issues at ECU Joondalup. This indicates an increased perceived appropriateness of the campaign. Students in the post-test, who thought the campaign was appropriate (60%), stated the campaign had an important role in education or raising awareness of alcohol as an issue and the university setting was a suitable place. The VTAC showed similar results with respondents perceiving the campaign being relevant to university students (Ricciardelli & McCabe, 2008). Similarly, the UWA TAP found 80% of respondents agreed the print media campaign was appropriate in delivering alcohol messages to students (Crawford et al., 2006). Students in the post-test, who thought the campaign was inappropriate (40%), stated the campaign used passive strategies, the six campaign messages were mistaken with advertisements promoting the use of alcohol, and the campaign did not relate to students. This correlates with the brief, objective, non-personalised

comments which respondents wrote in phase one regarding the six campaign messages.

Comparison between the pre- and post-tests show the respondent's acceptability to become drunk did not decrease even though there were an increased number of respondents believing the campaign was appropriate. In fact acceptability to become drunk appeared to slightly increase from 72.9% in the pre-test to 74.5% in the post-test. This may be explained, however, by the different samples chosen in the pre- and post-test.

There were small variances between pre- and post-tests for the times when it is acceptable to get drunk. Results indicated a slight increase in acceptability of drunkenness on the occasions 'when finished exams', 'when sporting team wins', 'on the weekend', 'in nightclub with friends' and 'other occasions.' The only result where a decrease in the perceived acceptability of drunkenness between pre- and post-tests occurred was on the occasion 'when someone dies' from 18.75% to 16.4%. This small decrease, however, may not necessarily be due to the 'Enough is Enough' campaign, but the different pre- and post-test samples.

Students were also asked how many standard drinks they thought a female and a male could drink before they became drunk to further provide supporting evidence of the acceptability of drunkenness. This question was not trying to assess the actual amount of standard drinks to become drunk because there are a range of factors which determines the number of standard drinks a person can consume. There was no significant difference between pre- and post-test on the perceptions of standard drinks to become drunk for both male and females, which supports the results of there being no difference in the acceptability of drunkenness. The average number of standard drinks for females was 3.8 and males around 6 with the highest number of standard drinks considered being 20 for males and 12 for females. This perception does not align with the NHMRC drinking guidelines which recommends 4 standard drinks on average per day for males and 2 standard drinks on average per day for females in order to reduce the risk of short term harm (NHMRC, 2001). This demonstrated respondents on average perceived it is acceptable to drink at these levels which are at least double the recommended number of standard drinks, in order to become drunk. This

could be problematic if these students actually drink to become drunk as they could potentially put themselves at the highest risk for both short term and long term harm. Therefore these results also highlight the lack of knowledge and understanding students have on standard drinks.

There were a slightly higher number of respondents in the post-test than the pre-test who thought the negative consequences listed in the questionnaire were 'highly likely' to occur. The differences in some cases were significant, especially with respondents perceiving 'physical abuse' as 'highly likely' to occur in the pre-test by 12.5% of respondents, but as 'highly likely' by 45.5% in the post-test. The increase in awareness in the 'highly likely' category from the pre- to the post-test was also shown from 50% to 58.2% for 'drunk driving resulting in a car accident, injury or death', from 31.3% to 52.7% for 'verbal abuse', 16.7% to 36.4% for 'vandalism', from 29.2% to 47.3% for 'sexual behaviours' and from 27.1% to 32.7% for 'failing an assessment at university'. It appeared some respondents who perceived the negative consequences as 'likely' to occur in the pre-test had changed their perceptions in the post-test to 'highly likely' to occur. This suggests the shift in perceptions of the consequences from the 'likely' to the 'highly likely' and indicating an increase in awareness of the consequences. This is assumed because there were different samples between the pre- and post-test and therefore different students may have completed the questionnaires.

Based on this assumption though, the increased awareness which occurred between the pre- and post-test does have some considerations. University students who were already aware of the consequences of excessive alcohol use in the pre-test had an increased awareness from the campaign by the post-test. According to the Stages of Change Model, 'consciousness raising' occurred to these students. This indicated students made progress from the 'pre-contemplation' phase to the 'contemplation' phase. The campaign did make some impact in this perspective. However, this means the campaign had limited effect on those individuals who thought the likelihood of the consequences of excessive alcohol use was unlikely or were unsure about the likelihood. These students remained in the 'pre-contemplation' stage of the Stages of Change Model with no raised awareness. Potentially this could be a cause for concern because these students may continue to think about the unlikelihood of the consequences of excessive alcohol use and

could continue to drink at unsafe levels which put themselves at risk. This is an assumption, though, since this study did not focus on actual consumption levels and the correlation between the awareness of the consequences. However, this does raise the importance of campaigns to reach those at-risk individuals to prevent further alcohol-related harm. This was why it was important to explore what type of alcohol education was appropriate and how best to deliver it to university students which this study focused on in phase two.

Phase two of this study, the interview results, were presented in three major themes; 'students needs,' 'enablers' and 'barriers.' There were two main areas which students identified as being important in alcohol education or awareness-raising campaigns; holistic approaches rather than singular ones, and harm reduction rather than abstinence messages.

Students suggested many different activities which could be run in a holistic alcohol education or awareness-raising campaign. Students discussed several strategies which were important in a campaign by identifying barriers, enablers and harm reduction approaches such as the use of technology, student volunteers, hands-on activities, and incentives. This was not uncommon amongst evaluation studies which show students preferring multifaceted campaigns than those with a singular approach (Roche & Watt, 2000; Snow et al., 2003). This further is supported by research which shows the effectiveness of multi-faceted and holistic approaches encompassing social, political, environmental and individual spheres (Holder, 1998; Lenton, 2005; Howat et al., 2007). The UWA TAP is one example of a holistic, multi-faceted university alcohol program since it incorporates population, group and individual strategies; one of those being the university population-based awareness-raising type campaign through print advertisement and promotional displays (Crawford et al., 2006). Whilst, the 'Enough is Enough' campaign at ECU Joondalup was uni-dimensional at the population based level and it only involved print advertisements and one activity. Using a more holistic approach to university-based alcohol education or awareness-raising campaigns may result in more positive outcomes.

Students described harm reduction messages as being the main concept which should be promoted in alcohol education or awareness-raising campaigns. A harm

reduction approach allows students to drink safely or in moderation rather than telling students to abstain from drinking. This way, students can still enjoy a drink but are reducing the risk of alcohol-related harm. Importantly, a harm reduction approach means students aren't left feeling left out from the social atmosphere and Australian culture associated with drinking. The importance of harm reduction messages rather than being told not to drink at all has also been favourable with students in other research (Roche & Watt, 2000; Snow et al., 2003; Stronach & Munro, 2004). In particular the students interviewed thought standard drinks was the most important type of harm reduction message for students. Students interviewed discussed the confusion experienced with standard drinks and the amount people can drink to prevent alcohol-related harm. This lack of knowledge about standard drinks and the NHMRC guidelines for low risk drinking has been highlighted before (Hasking et al., 2005). In relation to the phase one results from the 'Enough is Enough' campaign there are some correlations as well. Students in general had a poor sense of standard drinks especially when asked how many they thought was enough to become drunk. Of concern was the one respondent who answered 20 standard drinks for males. Additionally, some students requested campaigns should focus on standard drinks. Overall, considering results from both phases of this research, a harm reduction approach is an important message for students to be used in campaigns.

Considering the enablers which determine university student's participation or whether they will take notice of alcohol education or awareness-raising campaigns is important. This is essential in implementing the relevant types of alcohol education or awareness-raising activities which students need and optimising the reach of the campaign. There were six major enablers for students to participate or take notice of alcohol education or awareness-raising campaigns (i.e. technology, student volunteers, hands-on activities, incentives, promotional material, and appropriate physical locations).

The use of technology such as mobile phones, website and email was seen as a potential enabler to increase students' involvement in alcohol education and awareness-raising campaigns. Students discussed the use of technology was important in terms of reaching more students and communicating alcohol education or awareness messages in the most engaging and interesting manner to

students. Using mobile phones, for example, in campaigns may be useful as research has shown an extensive number of university students use them as part of their normal everyday life (Walsh & White, 2006). As an example, in the UWA TAP a specific webpage which is linked to the UWA website was created in 2006. The average number of hits the webpage received throughout 2006 was 255 per month (Crawford et al., 2006). By utilising communication channels which are more relevant to university students there may be increased interest in alcohol education or awareness-raising campaigns.

Student volunteers being involved in alcohol education or awareness-raising campaigns was seen as essential in engaging other student's involvement. Students interviewed discussed the importance of student volunteers as peer role models for other students rather than having external groups who could appear as impostors to students and disable their engagement. Some students also highlighted the need for health students to be the volunteers as they already possessed knowledge on health and behaviour. As an example to support this finding, in the UWA TAP student volunteers assisted TAP staff and other participating organisations to carry out interactive activities successfully. Students who volunteered to assist with the TAP came from a variety of backgrounds, primarily health, and were provided with training sessions (Crawford et al., 2006). The DrinkSmart program also utilised student volunteers to implement activities (Roche & Watt, 2000). Supporting literature shows people who participate in programs can act as role models to others within their community because the community is familiar with them and trust them since they have knowledge which outsiders do not. In the end there is potential for self-sustainability of programs through this process of empowerment (Arole, Fuller, & Deutschmann, 2004). The 'Enough is Enough' campaign at ECU Joondalup did not use student volunteers which could have attributed to its limited impact. Therefore, student peer role modelling is a potentially important strategy for alcohol education or awareness-raising campaigns.

Hands-on activities were seen as essential to engage students in alcohol education and awareness-raising campaigns. Students discussed the hands-on activities as being a fun way for students to be involved. This is important in campaigns as it is another way to get across the message to students without it being passive.

Supporting this finding, the DrinkSmart program used an activity involving a breathalyser which led to the majority of students both reacting positively to the activity and participating in the activity. Further, evaluation results from the focus groups conducted showed students wanted more activities than those offered by the DrinkSmart program (Roche & Watt, 2000). In the 'Enough is Enough' campaign at ECU Joondalup the researcher attempted to similarly, undertake a hands-on activity in the ECU Joondalup library whereby students answered questions about alcohol using a bingo barrel. The activity was useful in engaging some students in the library at the time, but did not stimulate everyone's interest.

In order to further gain participation in hands-on activities, students interviewed recognised the role of 'incentives' especially those which are financial. One interviewee noted students are on "tight budgets" and if an activity included an appropriate incentive the students may be interested in participating. Research has shown Australian university students are financially constrained with majority full-time university student working long hours to be able to afford basic needs (James, Bexley, Devlin, & Marginson, 2007). This means providing an incentive to participate in an alcohol education or awareness-raising campaign activity would be worthwhile.

Promotional materials to assist in communicating the alcohol education or awareness-raising campaign to university students were seen as important. This included pens, balloons, backpacks, food and water. Both the DrinkSmart program and the UWA TAP used promotional materials to engage with students and enable their involvement (Roche & Watt, 2000; Crawford et al., 2006). Similarly, in the evaluation focus groups results in the DrinkSmart program interviewed student recognised the importance of providing non-alcoholic beverage and they believed this would further assist in promoting safe alcohol consumption messages (Roche & Watt, 2000).

The effectiveness of the campaign at reaching students can also be affected by the location in which the campaign is run. The students interviewed identified the importance of running activities for campaigns in areas of high accessibility by students such as the library and cafes. This is essential to maximise exposure of the campaign to students. This is supported by the evaluation focus group results

in the DrinkSmart program where interviewed students thought it was best to target students through the on-campus bar (Roche & Watt, 2000). Additionally, in the UWA TAP and the VTAC, appropriate locations were used to promote the campaign (Crawford et al., 2006; Ricciardelli & McCabe, 2008). In relation to the phase one results for the 'Enough is Enough' campaign, appropriate locations of high concentration were chosen for passive advertising to maximise the exposure to students. This is the main reason why students in the post-test (all 80% of them) had actually seen and recognised the campaigns six messages used. Therefore, appropriate locations do facilitate students noticing campaigns.

Considering the barriers preventing student engaging in alcohol education or awareness-raising campaigns is also important to reach students and therefore to increase the chances of a successful, worthwhile campaign. There were four main barriers identified by interviewed students which acted as inhibitors for students to participate or take notice of alcohol education or awareness-raising campaigns (i.e. social acceptability of alcohol, student time commitments, on-campus alcohol policies, and passive advertising).

Students discussed the main barrier as the social acceptability of alcohol in Australia. The deep entrenchment of the social acceptability of alcohol in Australian culture implies this is a significant and persistent impediment which prevents students from taking notice of alcohol education or awareness raising issues. The consumption of alcohol in social environments and its social acceptability has been noted by studies as being the main factor for students to consume alcohol (Roche & Watt, 1999; Roche & Watt, 2000; Davey et al. , 2002; Dunne & Somerset, 2004). Further, Crundall (1995) discussed drinking alcohol and getting drunk had a symbolic place in Australian culture which is accepted and expected. This is a barrier which encourages and values drinking excessively and thus students do not want to notice or take part in alcohol education campaigns.

Students time commitments was the second barrier identified as most students do not have time for campaigns as they are too busy with study commitments. This issue has not been found to be a barrier in alcohol education or awareness-raising campaigns. In a related study (Dunne & Somerset, 2004), however, time



commitments have been found to be one of the major factors for university students in terms of life/work balance and academic pressure. The university students in this study alerted the importance of the timing of the campaign in the academic calendar (Dunne & Somerset, 2004). This means it is important to target students at the right times to increase the reach of the campaign.

The university alcohol policy (i.e. FS020 ECU's Alcohol on Campus Policy), was the third barrier identified by students. This was because the university alcohol policy allows various licensed on-campus premises to sell alcohol and at cheap prices. Students indicated this would work counter to a university-based alcohol education or awareness-raising campaign because students would rather drink alcohol than participate in a campaign. According to other research, unsupportive environments, such as alcohol policies which work counter to these campaigns, can limit campaign effectiveness (Holder, 1998; Howat et al., 2007). This was further supported by the DrinkSmart program findings which indicated students believed closing the drinking venues earlier were important for campaign effectiveness (Roche & Watt, 2000).

The use of passive advertising to communicate alcohol education or awareness messages, such as through pamphlets and posters was seen as a barrier. In the VTAC study, which used passive advertising, there was just over a quarter of respondents who thought the campaign had limited impact and just under a quarter of respondents thought students will not listen or do not care (Ricciardelli & McCabe, 2008). The phase one results from the 'Enough is Enough' campaign has also shown students not personally identifying the passive print advertisements with themselves and thereby providing brief, objective comments when asked about the campaign messages. This shows the lack of effect which passive advertising has on students. This is further supported by research which shows campaigns which use multiple communication channels to target the audience than relying on passive advertising appear to be more successful (Donovan, 2004). Therefore, passive advertising may be a barrier to attaining involvement of students in alcohol education or awareness-raising campaigns.

The needs of students and the enablers and barriers to student's participation in an alcohol education or awareness-raising campaign were identified. Alcohol

education or awareness-raising campaigns can be tailored to the needs of students and not just assume a certain approach is applicable to all students (Nutbeam & Harris, 2004). Integrating this with the Stages of Change Model suggested students may be engaged in a campaign and perceive the cons of excessive alcohol consumption more than the pros. This indicates movement from the 'pre-contemplation' stage into the 'contemplation' stage. At the same time some individuals may not be engaged in a campaign because they perceive more barriers (i.e. cons) for engagement. They would not be willing to see their alcohol consumption as problematic and remain in 'pre-contemplation'.

The results from phase one of this study were limited due to the small response rates collected in both pre- and post-tests and the convenience sampling from the ECU Joondalup Student Village. Due to this, generalisations of the phase one results to the whole ECU student population were inappropriate. Future studies need to have larger response rates. In addition, phase one pre- and post-test samples were non-matching and therefore comparisons between the pre- and post-test results have been limited and based on assumptions. This study may have benefited from matching the pre- and post-test to ensure the same respondents completed them. In doing this, the study would have yielded more accurate results and conclusions. The reliability of the questionnaire used in phase one was also not tested due to time limitations. Although, some questions were utilised and altered from the WA Public Drunkenness Survey, conducting a reliability assessment would have contributed to accurate results.

## **8: CONCLUSION & RECOMMENDATIONS**

The first part of this study included the evaluation of the 'Enough is Enough' campaign to assess whether there was an increased awareness of the consequences from excessive alcohol use and a decreased acceptability of drunkenness from ECU students. Two encouraging results from this campaign were the increased recognition of the campaign and the increased perceived appropriateness of the campaign at ECU between pre- and post-test samples. This highlights the value of the 'Enough is Enough' campaign at ECU Joondalup.

Whilst there was more respondents identifying the campaign in the post-test, there was no significant change in the acceptability of drunkenness except the small difference for the occasion 'when someone dies'. This, however, may be due to the different samples attained for the study. The students did not appear to change their perceived acceptance of drunkenness because students did not personalise the campaign messages to their own behaviour or did not fully understand what the campaign messages were actually about.

The results also indicated a higher number of respondents who perceived the negative consequences as 'highly likely' to occur in the post-test had originally perceived the negative consequences as 'likely' to occur in the pre-test, indicating an increased awareness from the 'likely' to the 'highly likely' categories. This increased awareness has only occurred in those respondents who already thought the consequences were 'likely' to occur, rather than those who thought the consequences were 'unlikely' to occur. This could potentially be problematic because these people (i.e. those who responded with 'unlikely' to the consequences) may continue to drink at levels which put themselves at risk for alcohol related harm. There may be limitations in the phase one methodology in drawing this conclusion.

The 'Enough is Enough' campaign did not reduce the acceptability of drunkenness and it is uncertain whether there was increased awareness. Alcohol education and awareness-raising campaigns, however, such as 'Enough is Enough', are important because Australian university students consume alcohol at levels which put themselves at risk of alcohol-related harm. An alcohol education

or awareness-raising campaign such as 'Enough is Enough' cannot be expected to immediately increase awareness of the consequences and decrease the acceptability through passive advertising over short term exposure. Long term campaigns and those which use multifaceted communication mediums to reach the target audience are more effective than those which are short term with a singular communication channel. At the same time excessive alcohol use is a complex issue and cannot be addressed through one singular approach on its own. Evidence has shown alcohol education or awareness-raising campaigns still play a role in addressing excessive alcohol use when used together in a more holistic, integrated approach. This suggests addressing determinants of alcohol use outside of the university setting, at the same time as running these university-based alcohol education and awareness-raising campaigns is useful.

A more integrated, holistic approach to alcohol education or awareness-raising campaigns at university is something which was also discussed in the qualitative phase of this study. These are some aspects which the 'Enough is Enough' campaign did not address and could have contributed to its limited effectiveness. Students in phase two discussed the campaigns message should be on standard drinks. This was supported by phase one results which showed students to overestimate the number of standard drinks they believed was enough to become drunk.

The enablers and barriers described by students interviewed provided an outline for which future alcohol education or awareness-raising campaigns in university settings may be best delivered to students. Enablers included technology, student volunteers, activities, incentives, promotional resources and targeting appropriate locations. The barriers included the social acceptability of alcohol, time commitments, on-campus alcohol policies and passive communication. These are all important considerations in the university setting when planning and administering campaigns to deliver to students. It would have benefited the 'Enough is Enough' campaign if these factors were considered prior to implementation of the campaign at ECU Joondalup.

This study has provided valuable results in an area where relatively limited Australian research is published. More published Australian research is required

on both evaluation of university-based alcohol education or awareness campaigns and exploration of how best to target university students with campaigns. A particularly important area for future research is the exploration of student's perceptions on standard drinks and how this affects how much they consume. Examining the correlation between student's consumption levels and their awareness of the consequences of excessive alcohol consumption could be another potential research area. Larger sample sizes and rigorously tested instruments are essential to increase accuracy of results.

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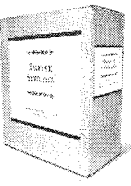



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## APPENDICES

Appendix 1: Six campaign messages

CAMPAIGN MESSAGES	NAME/ SLOGAN / INFORMATION
 <p><b>Adds the perfect kick to any punch.</b></p> <p><b>ENOUGH ENOUGH</b></p> <p>Visit <a href="http://www.enoughenough.com.au">www.enoughenough.com.au</a></p>	<p><b>Message name:</b> Wild Spirit  <b>Slogan:</b> Adds the perfect kick to any punch.  <b>Information:</b> 8,000 Western Australians end up in hospital every year because of alcohol-fuelled attacks and injuries.</p>
 <p><b>Displays deep social overtones with a hint of verbal abuse.</b></p> <p><b>ENOUGH ENOUGH</b></p> <p>Visit <a href="http://www.enoughenough.com.au">www.enoughenough.com.au</a></p>	<p><b>Message name:</b> Home Wrecker  <b>Slogan:</b> Displays deep social overtones with a hint of verbal abuse.  <b>Information:</b> Many verbal and physical assaults in Western Australia are fuelled by drunkenness.</p>
 <p><b>Adds the perfect kick to any punch.</b></p> <p><b>ENOUGH ENOUGH</b></p> <p>Visit <a href="http://www.enoughenough.com.au">www.enoughenough.com.au</a></p>	<p><b>Message name:</b> Twelve Stiches  <b>Slogan:</b> Adds the perfect kick to any punch  <b>Information:</b> 8,000 Western Australians end up in hospital every year because of alcohol-fuelled attacks and injuries.</p>
 <p><b>The start of a really smashing night out.</b></p> <p><b>ENOUGH ENOUGH</b></p> <p>Visit <a href="http://www.enoughenough.com.au">www.enoughenough.com.au</a></p>	<p><b>Message name:</b> Party Crasher  <b>Slogan:</b> The start of a really smashing night out.  <b>Information:</b> Last year 45,000 Australians aged 14 or over admitted they'd damaged public and private property after they've had too much to drink.</p>
 <p><b>Whatever happened to a quiet drink?</b></p> <p><b>ENOUGH ENOUGH</b></p> <p>Visit <a href="http://www.enoughenough.com.au">www.enoughenough.com.au</a></p>	<p><b>Message name:</b> Thug Bitter  <b>Slogan:</b> Whatever happened to a quiet drink?  <b>Information:</b> The Western Australian Police waste up to 80% of their time dealing with people who are drunk, and the damage and injury they've caused.</p>
 <p><b>There's a real kick in every bottle.</b></p> <p><b>ENOUGH ENOUGH</b></p> <p>Visit <a href="http://www.enoughenough.com.au">www.enoughenough.com.au</a></p>	<p><b>Message name:</b> Smash  <b>Slogan:</b> There's a real kick in every bottle  <b>Information:</b> One third of high school students report drinking alcohol in the last week, and one in four of them drank at hazardous levels.</p>

**ENOUGH  
IS ENOUGH**

Let's work together to keep alcohol under control.

**TUESDAY 9<sup>TH</sup> OCTOBER  
2007**

**12.00PM TO 1.30PM**

**VENUE: ECU JOONDALUP LIBRARY**

**COME TRY OUT FREE "MOCKTAILS"**

**HAVE A SPIN OF THE CHOCOLATE  
WHEEL AND WIN PRIZES**

**FIND OUT INFO ON STANDARD  
DRINKS AND THE "ENOUGH IS  
ENOUGH" CAMPAIGN**

\* For more info on "Enough is Enough" check  
the website at [www.enoughisenough.com.au](http://www.enoughisenough.com.au)

**Appendix 3: Campaign time frame**  
(provided by NMCDST & researcher)

Semester/ week	Dates - 2007	Campaign strategies and activities
<b>Sem. 2 Orientation week 2</b>	Mon 23 July	<ul style="list-style-type: none"> <li>• 23 July – Article &amp; Advertisement in Inbox Magazine – Smash</li> </ul>
<b>Sem 2 week 1</b>	Mon 30 July	<ul style="list-style-type: none"> <li>• 30 July to 5 Aug - CAT bus advertisement (Home Wrecker)</li> <li>• 1 and 2 Aug - Posters in buildings 8, 17 and 19, library, cafeteria, student central, IT E-Lab, directional signs (30 and 31)</li> </ul>
<b>Sem 2 week 2</b>	Mon 6 August	<ul style="list-style-type: none"> <li>• 6 Aug to 12 Aug - Adshell - Grand Boulevard &amp; Kendrew Cres (Smash)</li> <li>• 6 Aug to 12 Aug - Adshell - Joondalup Drive &amp; Kennedy Drive (Wild Spirit)</li> <li>• 6 Aug to 12 Aug - CAT buses Advertisement – (Home Wrecker)</li> </ul>
<b>Sem 2 week 3</b>	Mon 13 August	<ul style="list-style-type: none"> <li>• 13 Aug to 19 Aug - Adshell - Grand Boulevard &amp; Kendrew Cres (Smash)</li> <li>• 13 Aug to 19 Aug - Adshell - Joondalup Drive &amp; Kennedy Drive (Wild Spirit)</li> <li>• 13 Aug to 19 Aug - CAT buses Advertisement (Home Wrecker)</li> <li>• 16 Aug - Library display</li> </ul>
<b>Sem 2 week 4</b>	Mon 20 August	<ul style="list-style-type: none"> <li>• 20 Aug to 26 Aug - Adshell - Grand Boulevard &amp; Kendrew Cres (Smash)</li> <li>• 20 Aug to 26 Aug - Adshell - Grand Boulevard &amp; Collier Pass (Party crasher)</li> <li>• 20 Aug to 26 Aug - Joondalup times – (Home Wrecker)</li> <li>• 20 Aug to 26 Aug - CAT buses Advertisement (Home Wrecker)</li> <li>• 20 Aug - messages on TV plasma screens in library and e-lab</li> </ul>
<b>Sem 2 week 5</b>	Mon 27 August	<ul style="list-style-type: none"> <li>• 27 Aug to 2 Sept - Adshell - Grand Boulevard &amp; Kendrew Cres (Smash)</li> <li>• 27 Aug to 2 Sept - Adshell - Grand Boulevard &amp; Collier Pass (Party Crasher)</li> <li>• 31 Aug – rotation of posters around campus – posters added to notice boards in building 4</li> </ul>

<b>Sem 2 week 6</b>	Mon 3 September	<ul style="list-style-type: none"> <li>• 7 Sept. - Enough is Enough info on student website <a href="http://www.ecu.edu.au/student/news/">www.ecu.edu.au/student/news/</a></li> </ul>
<b>Sem 2 week 7</b>	Mon 10 September	<ul style="list-style-type: none"> <li>• 14 Sept. – posters put up in toilets in buildings 19, 17, 9, 8, 8A, 7, 6, 4, library (level 2 &amp; 3), cafeteria</li> </ul>
<b>Sem 2 week 8</b>	Mon 17 September	<ul style="list-style-type: none"> <li>• 17 Sept. to 23 Sept - Adshell - Grand Boulevard &amp; Collier Pass (Thug Bitter)</li> <li>• 17 Sept. to 23 Sept - Adshell - Joondalup Drive &amp; Hodges Drive (Twelve Stitches)</li> </ul>
<b>Sem 2 Mid Semester Break</b>	Mon 24 September	<ul style="list-style-type: none"> <li>• 24 Sept to 30 Sept - Adshell - Grand Boulevard &amp; Collier Pass (Thug Bitter)</li> <li>• 24 Sept to 30 Sept - Adshell - Joondalup Drive &amp; Hodges Drive (Twelve Stitches)</li> <li>• 24 Sept to 30 Sept - Joondalup Times (Thug Bitter)</li> </ul>
<b>Sem 2 week 9</b>	Mon 1 October	<ul style="list-style-type: none"> <li>• 1 Oct to 7 Oct - Adshell - Grand Boulevard &amp; Collier Pass (Thug Bitter)</li> <li>• 1 Oct to 7 Oct - Adshell - Joondalup Drive &amp; Hodges Drive (Twelve Stitches)</li> <li>• 7 Oct – Advertisement in Inbox magazine– (Party Crasher)</li> </ul>
<b>Sem 2 week 10</b>	Mon 8 October	<ul style="list-style-type: none"> <li>• 8 Oct to 14 Oct - Adshell - Grand Boulevard &amp; Collier Pass (Thug Bitter)</li> <li>• 8 Oct to 14 Oct - Adshell - Joondalup Drive &amp; Hodges Drive (Twelve Stitches)</li> <li>• 9 Oct – Activity at Library</li> </ul>
<b>Sem 2 week 11</b>	Mon 15 October	
<b>Sem 2 wk 12</b>	Mon 22 October	<ul style="list-style-type: none"> <li>• 26 Oct. – Posters removed from around campus</li> </ul>
<b>Sem 2 wk 13</b>	Mon 29 October	<ul style="list-style-type: none"> <li>• 29 October – library display taken down &amp; messages removed from plasma screens</li> </ul>

## Appendix 4: Questionnaire information sheet

### **‘ENOUGH IS ENOUGH’: Evaluation of the Edith Cowan University Alcohol Awareness Campaign**

The North Metropolitan Community Drug Service Team has decided, with funding from the Drug and Alcohol Office, to implement the ‘ENOUGH IS ENOUGH’ alcohol education program as an awareness campaign at Edith Cowan University in Joondalup targeting tertiary students. The campaign’s specific aim is to:

- Increase the awareness of harmful consequences of alcohol misuse and
- To reduce the social acceptability of harms associated with drunkenness.

The campaign will be promoted through various strategies which will run over **semester 2** of 2007. The aim of this research is to **evaluate** the effectiveness of ‘Enough is Enough’ alcohol awareness campaign. This research will be collected in two stages; pre-implementation and post-implementation of the campaign.

You are invited to participate in this project at Edith Cowan University. All information provided by you will be strictly confidential and you can decide to withdraw at any time before you have submitted your questionnaire. After you have placed the questionnaire in the box it cannot be identified and withdrawal will no longer be possible.

Should you decide to participate I ask that you complete the attached questionnaire on the campaign and alcohol-related issues. The questionnaire should take approximately 10-15 minutes of your time. Please place your completed questionnaire into the envelope supplied and place into the box located at reception in the Housing Office by **xx/xx/2007**.

Please be assured that your identity will remain anonymous and your responses will be confidential. Your questionnaires will be stored in a locked cabinet at Edith Cowan University in Joondalup. There will be no public access to these records. After the preservation of 18 months these records will be destroyed.

I am available to discuss any queries you may have regarding the research. Please feel free to contact me on my home phone number (08) 9276 8457 or my email [mcmacdon@student.ecu.edu.au](mailto:mcmacdon@student.ecu.edu.au) . Alternatively, if you would like to speak to one of my supervisors, their contact details appear at the bottom of this information sheet.

Yours sincerely

Marissa MacDonald  
B. Hth Sc. Honours Student

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## Appendix 5: Interview information sheet

### PHASE 2 of the 'Enough is Enough': Evaluation of the Edith Cowan University Alcohol Awareness Campaign

The North Metropolitan Community Drug Service Team implemented the 'Enough is Enough' alcohol awareness campaign at Edith Cowan University in Joondalup targeting tertiary students in Semester 2, 2007. Phase one of this research project was the evaluation of the 'Enough is Enough' alcohol awareness campaign.

You are invited to participate in phase 2 of this research study. This involves a 30 minute interview about what you think about safe alcohol messages, programs and campaigns for university students. The interview will be general in nature and will not be uncomfortable or intrusive. It will be audio taped.

All information provided by you will be strictly confidential and you can decide to withdraw at any time. Please be assured that your identity will remain anonymous and your responses will be confidential.

Your audio taped interview and transcriptions will be stored in a locked cabinet at Edith Cowan University in Joondalup. There will be no public access to these records. After the preservation period these records will be destroyed.

Should you agree to be involved in this project I will ask you to sign a consent form prior to the start of the interview. This is attached for your information. I am available to conduct this interview with you at a time which is convenient to you.

If you have any queries regarding the research please feel free to contact me on my home phone number (08) 9276 8457 or my mobile 0432851161 or my email [mcmacdon@student.ecu.edu.au](mailto:mcmacdon@student.ecu.edu.au) . Alternatively, if you would like to speak to one of my supervisors, their contact details appear at the bottom of this information sheet.

Yours sincerely

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## Appendix 6: Interview consent form

### Phase 2: 'Enough is Enough': Evaluation of the Edith Cowan University Alcohol Awareness Campaign

I \_\_\_\_\_ have read the information sheet provided to me and understand the aims and purpose of this research. I understand the results of the project will be submitted as part of a research study at Edith Cowan University and presented to the North Metropolitan Community Drug Service Team. Any questions I have about the project have been answered to my satisfaction.

I give my consent to be involved in this research. I understand that I have no obligations to stay in the study and can withdraw at any time. If I do withdraw I will not be questioned or subject to prejudice.

I understand that the research collected will be confidential and anonymous thereby not revealing my identity. I understand that the interviews will be audio taped for the purpose of attaining valid results and that all taped interviews and transcribed tapes will be stored separately and securely at Edith Cowan University for the period of preservation. After this period it will all be destroyed.

Hereby, I give my consent that the information collected in this research study will be used solely for the purpose of the study.

\_\_\_\_\_  
Respondent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Researcher's Signature

\_\_\_\_\_  
Date

Researcher's Name: \_\_\_\_\_

## Appendix 7: Questionnaire

**1. What is your gender? (Tick one only)**

- Male  
 Female

**2. What is your age? (Please state) \_\_\_\_\_**

**3. Are you an undergraduate or postgraduate student? (Tick one only)**

- Undergraduate  
 Postgraduate

**4. How long have you been at ECU for? (Tick one only)**

- Less than 1 year  
 1 year  
 2 years  
 3 years  
 4 or more years

**5. What is your current student work load? (Tick one only)**

- Full-time  
 Part-time

**6. Have you seen or heard about the 'Enough is Enough' alcohol program? (Tick one only)**

- Yes  
 No (Please go to Q 15)

**7. Where have you seen or heard about the 'Enough is Enough' alcohol program before? (Tick all that apply)**

- On-campus at ECU only  
 In the Joondalup community area  
 In the general, larger WA community

8a. Have you seen this message? (Tick one only)



- Yes  
 No (go to Q 9a)

8b. Where did you see this message? (Tick all that apply)

- Posters around ECU campus. If so which locations? \_\_\_\_\_  
 Bus advertisement (on the Joondalup CAT bus)  
 Bus shelter  
 Article/ Advertisement in student publication "Inbox"  
 Enough is Enough website  
 Joondalup Times community newspaper  
 Other \_\_\_\_\_

8c. What does this message mean to you? (Please explain)

\_\_\_\_\_

9a. Have you seen this message? (Tick one only)



- Yes  
 No (Go to Q 10a)

9b. Where did you see this message? (Tick all that apply)

- Posters around ECU campus. If so which locations? \_\_\_\_\_  
 Bus advertisement (on the Joondalup CAT bus)  
 Bus shelter  
 Article/ Advertisement in student publication "Inbox"  
 Enough is Enough website  
 Joondalup Times community newspaper  
 Other \_\_\_\_\_

9c. What does this message mean to you? (Please explain)

\_\_\_\_\_

**10a. Have you seen this message? (Tick one only)**



- Yes  
 No (Go to Q11a)

**10b. Where did you see this message? (Tick all that apply)**

- Posters around ECU campus. **If so which locations?** \_\_\_\_\_  
 Bus advertisement (on the Joondalup CAT bus)  
 Bus shelter  
 Article/ Advertisement in student publication "Inbox"  
 Enough is Enough website  
 Joondalup Times community newspaper  
 Other \_\_\_\_\_

**10c. What does this message mean to you? (Please explain)**

---



---

**11a. Have you seen this message? (Tick one only)**



- Yes  
 No (Go to Q12a)

**11b. Where did you see this message? (Tick all that apply)**

- Posters around ECU campus. **If so which locations?** \_\_\_\_\_  
 Bus advertisement (on the Joondalup CAT bus)  
 Bus shelter  
 Article/ Advertisement in student publication "Inbox"  
 Enough is Enough website  
 Joondalup Times community newspaper  
 Other \_\_\_\_\_

**11c. What does this message mean to you?(Please explain)**

---



---

**12a. Have you seen this message? (Tick one only)**



- Yes  
 No (Go to Q 13a)

**12b. Where did you see this message? (Tick all that apply)**

- Posters around ECU campus. **If so which locations?** \_\_\_\_\_  
 Bus advertisement (on the Joondalup CAT bus)  
 Bus shelter  
 Article/ Advertisement in student publication "Inbox"  
 Enough is Enough website  
 Joondalup Times community newspaper  
 Other \_\_\_\_\_

**12c. What does this message mean to you? (Please explain)**

\_\_\_\_\_

\_\_\_\_\_

**13a. Have you seen this message? (Tick one only)**



- Yes  
 No (Go to Q14)

**13b. Where did you see this message? (Tick all that apply)**

- Posters around ECU campus. **If so which locations?** \_\_\_\_\_  
 Bus advertisement (on the Joondalup CAT bus)  
 Bus shelter  
 Article/ Advertisement in student publication "Inbox"  
 Enough is Enough website  
 Joondalup Times community newspaper  
 Other \_\_\_\_\_

**13c. What does this message mean to you? (Please explain)**

\_\_\_\_\_

\_\_\_\_\_

**14. Do you think the 'Enough is Enough' alcohol education program is appropriate in raising awareness about alcohol issues on the Edith Cowan University Joondalup campus? (Tick one only)**

Yes it is appropriate because (explain why)

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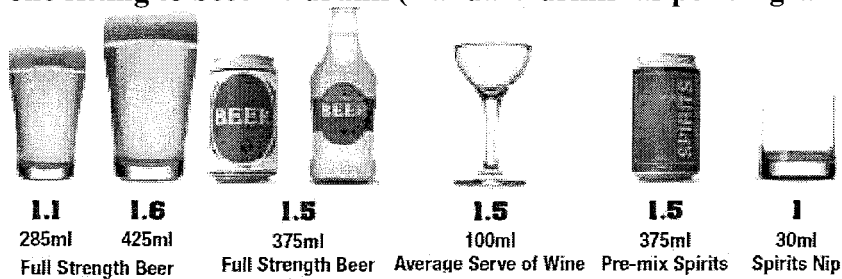
No it is not appropriate because (explain why)

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**15. In your opinion, how many standard drinks would someone consume in one sitting to become drunk (standard drinks as per diagram below)?**



For men? (please state) \_\_\_\_\_ drinks to be drunk

For women? (please state) \_\_\_\_\_ drinks to be drunk

**16. In your opinion, do you think it is acceptable to get drunk on certain occasions? (Tick one only)**

Yes (Go to Q18)

No (Go to Q 17)

**17. In your opinion why do you think it is unacceptable to get drunk? (Please explain)**

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**18. In your opinion when is it acceptable to get drunk on certain occasions? (Tick all that apply)**

- When a person has finished their exams
- When a person's team has won a sporting event (e.g. football grand final)
- When someone dies (such as a family member or close friend)
- On the weekend
- In the nightclub with your friend/s
- Other \_\_\_\_\_

**19. How likely do you think it is that the following consequences could occur as a result people getting drunk? (One tick per consequence)**

<b>Consequences</b>	<b>Highly Likely</b>	<b>Likely</b>	<b>Unsure</b>	<b>Unlikely</b>	<b>Highly Unlikely</b>
Drink driving resulting in a car accident, injury and/or death					
Verbal abuse (i.e. anger)					
Physical abuse (i.e. hitting)					
Vandalism					
Sexual behaviours					
Fail an assessment or unit at uni					
Other (Please specify) _____					

**Thank you for your time!**

## Appendix 8: Interview schedule

1. Why are you interested in Alcohol Education?
2. Why do you think Alcohol Education is important?
3. When you think of current alcohol education what do you think of? Can you describe any current alcohol education campaigns?
4. I'd like you to imagine that a low-risk alcohol awareness initiative was being planned to run on campus. Can you describe to me in your own words, what the initiative should involve.

### Prompts:

- What strategies or activities would it include?
- What things would students like to be involved in, in terms of alcohol education?
- What would the alcohol education message be about?
- Where on-campus would you run a campaign? i.e. locations
- What do you think of the idea of student volunteers as being involved in the campaign and how would this work?
- How could student volunteers be involved in the campaign and promotion of the message?
- How could the university take ownership of the campaign?
- How could the guild or student associations be involved?

5. Describe some of the barriers that students or yourself experience which prevents them or yourself from taking notice or being aware of alcohol education

### Prompts: Ie, barriers

- Cultural (e.g. socialisation, Australian culture)
- Structural (e.g. alcohol policies)
- Others (e.g. time commitments, engagement with other health campaigns)

6. Describe some of the enablers which students or yourself experience which may facilitate their engagement in alcohol education.

### Prompts: Ie, enabling factors

- Structural (e.g. policies)
- Technological (e.g. using technology such as internet & mobile phones to promote campaign)
- Other (e.g. incentives, hands-on activities)
- Cultural (e.g. student volunteers as peer models, role models from community)

7. Are there any other comments you would like to make which I haven't asked you?



**ENOUGH  
IS ENOUGH**

**REMINDER**

Please COMPLETE your

**“ENOUGH IS ENOUGH”**

**QUESTIONNAIRE BY**

**XXXXXX 2007**



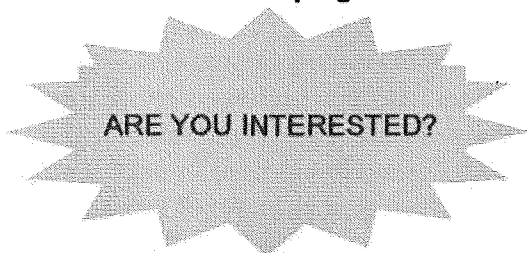
WHAT DO YOU THINK ABOUT  
ALCOHOL EDUCATION  
AT UNIVERSITIES?



An evaluation of the 'Enough is Enough' alcohol awareness campaign, at ECU Joondalup in Semester 2, 2007, has been completed.

Currently phase 2 of this research study is about to begin! It involves asking YOU (yes you!) what you want in terms of low-risk alcohol consumption messages.

**So what do you want? Do you think university is the right place for alcohol education messages? What would make you take notice of such campaigns?**



ARE YOU INTERESTED?

You will be asked to take part in a one-off audio-taped 30 minute interview.

ECU wants to listen to you! Your involvement may guide future alcohol education strategies!

WANT MORE INFORMATION or TO REGISTER:  
Email Marissa MacDonald at [mcmacdon@student.ecu.edu.au](mailto:mcmacdon@student.ecu.edu.au)

## **Appendix 11: ECU alcohol policy**

**Policy Title: Alcohol on Campus (FS020)**

**Descriptors : 1) Alcohol 2) Liquor 3) Function 4) Duty of Care**

**Category : Facilities and Services**

### **1. Title:**

Alcohol on Campus

### **2. Purpose:**

This policy has been developed to assist in facilitating the proper and effective management of alcohol on campus and to inform students, staff and visitors of their responsibilities when consuming alcohol on campus.

### **3. Organisational Scope:**

All Edith Cowan University students, staff and visitors.

### **4. Policy Statement:**

4.1 The University administers the consumption of liquor on campus under the terms of the Liquor Licensing Act and cooperates with the Liquor Licensing Division in issuing liquor permits and monitoring functions on campus where liquor is consumed.

4.2 The University Alcohol on Campus policy covers all University sites, except permanent licensed venues, but including commercial tenants.

4.3 Within permanent licensed venues, the licensee is responsible for the administration of consumption of liquor, and compliance with all relevant laws.

4.4 The Manager, Commercial Services is responsible for the letting of some permanent licensed venues and subsequent monitoring of their activities. Where such venues hold special functions and/or extend their trading hours approval from the Campus Facilities Manager and Security Manager is required.

4.5 The University encourages a responsible attitude towards the use of alcohol on campus and has developed procedures in place to ensure:

- The Campus Facilities Manager is to be notified of all events or functions on campus where alcohol is to be provided. (This excludes informal events where alcohol is available to staff, but is not for sale. Organisers and attendees are still required to comply with all other relevant aspects of this policy.)
- The Campus Facilities Manager will advise the organiser of a function if a Form 626 Application to have Intoxicating Liquor on University Premises is to be submitted;
- Standards of behaviour on University sites are consistent with the objectives of the University;
- The effective management of social functions at the University, and
- The health and safety of staff, students, and visitors to the University.

### **5. Definition/s:**

*Commercial tenants* - occupants of space who provide a negotiated remuneration for the use of that space.

*Permanent licensed venues* - a venue where a liquor licence has been granted by the Office of Racing, Gaming and Liquor for the duration of the occupancy of that space.

*Bond* - A pre-determined sum of money held in trust for a specified term of time. Usually used to reimburse for possible damage to property or to stipulate a required code of conduct.

*Occasional liquor licence* - a licence to consume alcohol, granted by the Office of Racing, Gaming and Liquor, and allocated for a specific date and timeframe.

*Crowd Controllers* – a service provided by a Security company who is licensed under the provisions of the Security and Related Control Activities Act 1996 to provide such a service.

## 6. Principles:

6.1 Policies and procedures, for the consumption of alcohol on campus as it applies to this policy, are administered by the Facilities Management Office.

6.2 A Form 626 Application to have Intoxicating Liquor on University Premises may be required to be completed and submitted for approval to the relevant Campus Facilities Manager, and subsequently endorsed by the University's Security Manager.

6.3 University Security Staff conduct random audits of all functions and events to confirm adherence to the Alcohol On Campus policy.

## 7. Content:

### 7.1 Advertising of functions and promotion of the sale of liquor

Advertising for functions should:

- not overly emphasize the availability of alcohol;
- not refer to the amount of alcohol available;
- not encourage the excessive consumption of alcohol;
- not encourage attendance at a function by advertising alcohol at reduced prices;
- make equal reference to the availability of non-alcoholic beverages.

For further details on responsible promotion of liquor refer to the Office of Racing, Gaming and Liquor at

[http://www.rgl.wa.gov.au/liquor/policy/responsible\\_promotion\\_of\\_liquor.pdf](http://www.rgl.wa.gov.au/liquor/policy/responsible_promotion_of_liquor.pdf)

### 7.2 Advertising on campus of functions to be held off-campus

Advertising for off-campus functions by internal or external organisations in hotels, clubs or campus must also comply with these requirements.

### 7.3 Responsibility

The organiser (the applicant) of the application for either the function/event or the occasional liquor licence will be responsible for the event and to ensure that staff, students and visitors comply with the University By-Laws and the conditions of the occasional liquor licence.

*Please note: Duty of care extends to everyone involved in the function and also those taking any part in authorising the event.*

### 7.4 Bond

a) A reasonable bond, determined by the Campus Facilities Manager, may be required for functions where liquor will be served or sold. A bond will not be required for functions held on licensed premises.

b) Bond monies may be used for the repair or cleaning of damaged University or college property, which is clearly attributable to the function. Cleaning and repair costs will be deducted from a bond where this has been provided. Where a bond is not provided, an account for the damage or cleaning may be sent to the organizers of the function.

### 7.5 Age

- a) Alcohol must not be served or sold on campus to any person under the age of eighteen years.
- b) Organizers of a function are responsible for ensuring that proof of age and identity is obtained. Proof of age must be in the form of a current Australian Driver's License with photo, Passport or WA Proof of Age Card. Student ID cards are deemed insufficient and are not proof of age.

### **7.6 Non-compliance with this policy**

Non-compliance with any component of this policy will have the following implications to either, or both, the organisers and participants:

- a) possible prosecution for failing to comply with the conditions of the occasional liquor licence;
- b) possible academic disciplinary action to participating students found consuming alcohol under the age of consent;
- c) possible disciplinary action to participating staff under the University's Code of Conduct;
- d) an impact on future booking requests, and
- e) closure of the function by Security.

### **7.7 Non-compliance with an occasional liquor licence**

Non-compliance with any component of the occasional licence is documented under "offences" on the application form which can be obtained from the Office of Racing, Gaming and Liquor or their website at:

<http://www.rgl.wa.gov.au/liquor/document/pdf/occasional.pdf>. This section should be read carefully as most offences incur substantial monetary fines.

### **7.8 Provision of food and non-alcoholic beverages**

- a) It is desirable that food be provided at all functions where liquor is being served or sold.
- b) Where liquor is being served or sold, non-alcoholic beverages must be available at reasonable prices.

### **7.9 Excessive consumption**

- a) A function must not include any activity that encourages the excessive consumption of alcohol. Competitions involving drinking alcohol are not permitted.
- b) All functions at which alcohol is served must be conducted in a way that will minimise harm to those attending the function. Any relevant guidelines issued from the Director of Liquor Licensing must be strictly adhered to.

### **7.10 Intoxication**

Alcohol must not be served to persons who appear to be or are intoxicated.

### **7.11 Security**

- a) If the number attending a function exceeds 100 persons then the Organiser of the function may be required by the University to employ sufficient numbers of licensed Crowd Controllers for the event.
- b) Appointed Licensed Crowd Controllers must be in possession of appropriate Public Liability insurance. Evidence of a current Security Agents license and insurance must be provided to the Campus Facilities Office, prior to the event.
- c) The following table is a guide as to the number of Crowd Controllers required for a function or event.

*Note - this may also be a requirement of the Liquor Licence and will appear on correspondence from the Office of Racing, Gaming and Liquor.*

Number of attendees

Number of Crowd Controllers required

1 – 99 **0**

100 – 199 **2**

200 – 299 **3**

300 – 399 **4**

400 – 499 **5**

**500 + 1 Controller per 100 attendees**

e) Failure to provide Licensed Crowd Controllers may result in permission to hold future events on University sites being withheld.

f) It is the responsibility of the function organiser to ensure that all attendees are safely escorted off University grounds at the conclusion of the function.

g) University Security must be contacted immediately on:

- Churchlands - 3333 (internal) 6304 3333 (external)
- Joondalup - 3333 (internal) 6304 3333 (external)
- Mount Lawley - 3333 (internal) 6304 3333 (external)
- or any campus emergency telephone

if police or emergency assistance is required.

h) In the event of an occasional liquor licence being required, functions of 100 people or more require the organiser to inform the Officer in Charge at the relevant Police Station of the details of the function.

- Churchlands - (08) 9242 1633 (Stirling Police Station)
- Joondalup - (08) 9446 1776 (Joondalup Police Station)
- Mount Lawley - (08) 9271 2444

If after hours the above numbers are not available dial 9222 1111 for Police Communications.

### **7.13 Designated areas**

a) Alcohol may only be consumed in the area designated or licensed for this purpose and the area must be clearly identifiable to patrons.

b) Signs indicating the venue is a licensed area must be provided.

c) Signs indicating that persons under the age of 18 years are not permitted into the area must be provided.

d) Alcohol must not be taken into or out from the licensed area.

### **7.14 Closure of function**

a) The sale/supply of liquor must cease 15 minutes before the closing time specified on the licence/application form. In instances where an occasional liquor licence is held, the hours applied for and approved are at the discretion of the Office of Racing, Gaming and Liquor, however, trading past 1.00am will not be approved unless there are special circumstances. The venue may remain open half an hour after the specified closing time to allow the venue to be cleared.

b) University Security must be contacted:

- Churchlands - 3333 (internal) 6304 3333 (external)
- Joondalup - 3333 (internal) 6304 3333 (external)
- Mount Lawley – 3333 (internal) 6304 3333 (external) when the venue is about to be closed after the event.

### **7.15 Cleaning of area**

a) The venue must be cleaned immediately after the event and left in a tidy state.

b) All rubbish, including any banner, poster or sign relating to the event, must be removed by the Organisers of the function.

### **7.16 Misuse of alcohol**

a) Students whose excessive consumption of alcohol during functions held on campus results in :

- anti-social behaviour
- harm to themselves;
- placing others at risk, or
- damage to University property may be dealt with under the University Statute 22 - Student Obligations and may be advised to seek medical advice or counselling.

b) Staff whose excessive consumption of alcohol during functions held on campus results in:

- anti-social behaviour
- harm to themselves;
- placing others at risk, or
- damage to University property may be dealt with in accordance with the University's Code of Conduct policy.

c) Visitors to the University whose excessive consumption of alcohol during functions held on campus results in::

- anti-social behaviour
- harm to themselves;
- placing others at risk, or
- damage to University property may be referred to the Police Service.

### **7.17 List of relevant Procedures/Requirements**

a) An "Application to have Intoxicating Liquor on University Premises" (form 626) should be submitted to the relevant Campus Facilities Manager for approval and subsequent endorsement by the University Security Manager (see attachment A) not less than 14 days prior to the function date. This form also incorporates the "Statement of Support" required by the Office of Racing, Gaming and Liquor in order that they may grant an occasional liquor licence.

b) Full details of how to apply for an occasional licence can be obtained from an 11-page "Occasional Licence Application Kit", which can be downloaded from the Office of Racing Gaming and Liquor website at:

<http://www.rgl.wa.gov.au/liquor/kits.php>

c) The necessary application form (form 5) to obtain an "Occasional Licence" can be downloaded from the Office of Racing, Gaming and Liquor website at:

<http://www.orgl.wa.gov.au/liquor/forms.php>

d) Where the terms of the booking require an Occasional Liquor Licence, the application for permission to hold the event will not be granted without the relevant Campus Facilities Manager first sighting the Occasional Liquor Licence.

### **7.18 Where alcohol is sold, or there is an admission fee**

Where alcohol is:

- sold or supplied (excluding licenced premises);
- supplied in circumstances where the supplier is likely to derive a direct or indirect pecuniary gain;
- supplied gratuitously but with a view to gaining customer or other commercial advantage;
- supplied by a club to its members, or

- supplied to persons who have paid an admission to premises where liquor is supplied it is necessary to:
- complete, and have approved, an "Application to have Intoxicating Liquor on University Premises" form. Please contact the relevant campus Facilities Management Office for this form, and
- apply for an Occasional Licence from the Office of Racing, Gaming and Liquor. The relevant form can be downloaded from:  
<http://www.rgl.wa.gov.au/liquor/forms.php>  
*This form needs to be submitted to the Office of Racing, Gaming and Liquor together with a 'Statement of Support' from the University.*

#### **7.19 Where alcohol is to be served NOT sold and there is no admission fee**

An application for Occasional Liquor Licence may not be required where alcohol is to be served, not sold and there is no admission fee. Where liquor is supplied gratuitously but with a view to gaining customer or other commercial advantage, applications should obtain further clarification from the Facilities Management Office. All instances where alcohol is supplied, including free issue, may require a University form 626 (Application to have Intoxicating Liquor on University Premises) to be completed and signed by the relevant Campus Services Manager.

#### **8. References:**

Policy Code: FS020

Policy Owner: Manager, Campus Services

Approved by: Manager, Campus Services

Date Approved: May 2003

Revision Date: February 2008

Amendments: February 2006

Related Documents/Policies: • Hire of Facilities policy

- Occupational Safety and Health Act 1984
- The Liquor Licencing Act 1988
- The Security and Related Activities Control Act 1988
- Murdoch University's Alcohol Management Policy

#### **9. Contact Information:**

Contact Person: John Hayes

Telephone: 6304 2757

Facsimile: 6304 2757

Email address: [j.hayes@ecu.edu.au](mailto:j.hayes@ecu.edu.au)