



The State University
of New York

GUIDANCE DOCUMENT

for

SUNY SUBSTANCE ABUSE SERVICES

January 2021 and Beyond

Prepared by

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To: SUNY Alcohol and Other Drugs Staff

Since June 2017, SUNY System has been engaged in a unique Memorandum of Understanding (MOU) with The NYS Office of Addiction Services and Supports (OASAS). Via this MOU, and the benefit of Mary Ann DiChristopher, a skilled professional, a system-wide prevention and collegiate recovery infrastructure has begun to take shape that supports the SUNY mission to support our students in their overall wellness, academic performance, retention, and degree completion.

In an unprecedented effort, this Guidance Document was prepared and is being shared to support your ongoing efforts to serve our campus communities in mitigating the negative consequences of alcohol and other drug use and misuse.

Enclosed are evidence-based national resources that can be tailored to your individual campus needs. I want to thank the staff from the University at Buffalo Clinical and Research Institute on Addictions (CRI), who worked with SUNY System staff to produce this document.

Thank you for your professional commitment and service to our students.

Sincerely,

John L. Graham, Ph.D.
Senior Advisor to the Chancellor
Student Advocate
Associate Vice Chancellor for Student Affairs

INTRODUCTION

Nationally, it is estimated that 1800 students die from alcohol-related causes annually. Over 600,000 are injured while drunk, and more than 100,000 are the victims of sexual assault. The rate of binge drinking among college students has remained near 40%, with many students planning to drink in order to become intoxicated. In addition to the health risks, heavy drinking has a detrimental impact on academic performance, and is responsible for approximately 15% of college attrition.

Given these facts, in 2016, the State University of New York (SUNY), entered into discussions with The New York State Office of Addiction Services and Supports (NYS OASAS) to develop an array of services that would support the SUNY mission to develop an infrastructure among its 64 campuses to address Alcohol and Other Drug (AOD) issues. Such an effort was intended to support student wellness, performance, retention, and completion so students can reach their full potential.

<https://www.collegedrinkingprevention.gov/media/collegedrinkingFactSheet2020.pdf>

In 2016, two parallel efforts were occurring: the development of a procurement for SUNY and CUNY campuses that would use evidence-based environmental strategies and substance use and misuse prevention-focused campus coalitions, and simultaneously, the development of a unique Memorandum of Understanding to embed a specialized staff person to oversee such system-wide efforts.

In 2017, through a competitive process, OASAS selected 15 SUNY colleges and five CUNY colleges to develop campus coalitions using The Substance Abuse and Mental Health Services Administration's (SAMHSA) Strategic Prevention Framework (SPF) to deliver environmental strategies and to initiate or expand SBIRT services to reduce underage and binge drinking on their campuses and in the surrounding community.

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THE GOAL of the College Environmental Prevention effort is to prevent and reduce underage alcohol consumption and AOD use, including prescription drug misuse, by college students 18-24 years old. This goal will be achieved through the attainment of the following four objectives:

1. Reducing alcohol and drug access on the campus and in the surrounding community;
2. Reducing availability of alcohol and drugs to the targeted college student population;
3. Changing attitudes and norms that support college underage drinking and drug use including prescription drug misuse;
4. Provide Screening, Brief Intervention, and Referral to Treatment (SBIRT) services to college students as appropriate.

While the primary goal has been to prevent and reduce college underage drinking and other drug use, prevention efforts may also reduce excessive alcohol use and other drug use among students who are 21 years of age and older. Because of the project goal and related objectives, it is expected that college communities will see a resulting decrease in alcohol and drug-related consequences such as academic difficulties, alcohol overdoses and injuries, and assaults.

Environmental strategies are effective and proven approaches to prevent and reduce underage drinking in our colleges and universities and in the communities in which they reside. Preventing access, or the methods by which college students procure alcohol (e.g., fake identification or third-party transactions, etc.), as well as changing the campus community norms that promote underage drinking, is at the heart of environmental prevention. The prevention and reduction of drug use, including prescription misuse, must also be addressed through an environmental prevention approach. Campus community coalitions are well suited to implement environmental strategies and have been a required component of the College Environmental Prevention grant.

This college environmental prevention initiative has included an element of screening and brief intervention (e.g., SBIRT) for the targeted college student population. College students experiencing more significant alcohol and substance use problems may require a referral for an assessment and the appropriate treatment service.

**Ralph W. Hingson, Wenxing Zha, Elissa R. Weitzman
J Stud Alcohol Drugs Suppl. 2009 Jul; (16): 12-20. doi: 10.15288/jsads.2009.s16.12*

THE STRATEGIC PREVENTION FRAMEWORK AND COLLEGE ENVIRONMENTAL PREVENTION

The development and implementation of the project's prevention goals and activities have been guided by SAMHSA's data-driven and outcome-based model. The SPF is a researched-based and data-driven approach to prevention with five phases and two overarching principles to develop culturally appropriate and sustainable community-based prevention strategies. The SPF has been guiding the colleges' environmental prevention activities over the five-year award period.

The five steps of the SPF guide prevention professionals in planning, implementing, and evaluating effective evidence-based environmental prevention strategies that reflect cultural competence and show sustainability. The effectiveness of this process begins with a clear understanding of community needs and involves campus community members in all stages of the planning process.

Cultural competence — the ability to interact effectively with people of different cultures — helps to ensure the needs of all community members are addressed. Cultural competence and sustainability are woven throughout the fabric of all five steps.



MAIN TAKE-AWAYS

This Document is a:

- Starting point to develop strategic/integrated programs
- Resource for AOD Campus and Coalition staff
- A guide in developing evidence-based and effective programs

Over and above what is here, there are excellent and more specific evidence-based resources available to provide more specific guidance to implement campus-wide AOD strategies such as:

- <https://marylandcollaborative.org/project/guide-best-practices/>
- <https://www.collegedrinkingprevention.gov/CollegeAIM/EnvironmentalStrategies/default.aspx>
- <https://www.campusdrugprevention.gov/preventionguide>
- https://www.dea.gov/sites/default/files/2020-03/Strategic%20Planning%20Guide%20%28Final-Online%29%20%281%29_0.pdf

WITH BOTH THE ENVIRONMENTAL PREVENTION PROCUREMENT AND MOU, SURVEYS WERE DEVELOPED AND CONDUCTED TO PROVIDE THE DATA TO DRIVE POLICY DEVELOPMENT

In 2017, the Clinical and Research Institute on Addictions within the University of Buffalo (CRIA) collected data on college students' drinking and drug use from 20 campuses across New York State (four community colleges, five CUNY campuses, 11 SUNY four-year). The findings from this survey were comparable to the national findings. The 2017 survey found that:

- 36% of women and 38% of men engaged in binge drinking in the last month;
- 12% of women and 18% of men had an episode in which they drank twice the binge level;
- 23% had two or more adverse consequences due to their drinking.
- 11% reported being unable to remember things that had happened while drinking;
- 7% had missed classes or work because of drinking;
- 4% reported a negative impact of drinking on their school or work performance;
- 7% reported getting into sexual situations they regretted;
- 3% reported damaging property while drinking;
- 2% had problems with school authorities because of drinking.

This survey was repeated in 2019, which examined changes in drinking behavior and found:

- On average, students in 2019 were 15.3% less likely to binge drink than students in 2017;
- On average, students in 2019 were 16.3% less likely to double binge drink than students in 2017;
- Overall, the percent of students that indicated they abstained from alcohol over the past month increased from 2017 (39%) to 2019 (49%);
- Overall, the average number of days per month students spent drinking decreased from 2017 to 2019;
- The average number of drinks consumed per drinking occasion decreased from 2017 to 2019.

In 2018, CRIA and the SUNY System conducted an administrative policy survey of all its undergraduate campuses, which was the most comprehensive assessment of a state system ever done. Three CUNY campuses also participated in this survey. The survey addressed campus policy, screening, prevention, and intervention strategies; and recovery resources.

Both of these surveys serve as the foundation for the recommendations in this Guidance Document. Implementation of any of these policies or practices must take into consideration the unique characteristics

of a campus. Those would include: student population factors, size, location, campus culture, administrative buy-in, and support. Planning for AOD services will be most effective if developed collaboratively with all aspects of campus life included in the planning process and by an administration that will support policy, prevention, intervention, and collegiate recovery in a serious and systematic fashion.

This provides a framework for identifying potential policy changes and developing and implementing environmental strategies.

POLICY

There are a variety of alcohol policies that should be considered, ranging from reducing the presence of alcohol on campus through limitations on alcohol availability through reductions in the numerous visible representations of alcohol on campus. Clear policies regarding alcohol-related behaviors of students and a clear statement of the potential consequences of violating these policies should be provided to students and parents, as well as faculty and staff. Within the campus administration, there should be a clear line of responsibility for reporting violations and a commitment to the consistent implementation of the consequences of single and multiple violations.

In the Student Drinking-Administrative data collected in NYS, a number of policies were linked to reduced drinking from 2017-2019:

1. Requiring Campus Units to Report AOD Issues. The administrative policy that was most strongly associated with improved drinking outcomes was the percentage of campus units that were required to report drug or alcohol problems among students. Having a higher percentage of campus units being required to report was associated with increased abstinence and reduced binge drinking. It is important to note that simply encouraging the campus units to report was not associated with reductions in drinking.
2. Taking Disciplinary Action & Contacting Parents. Taking disciplinary action for more alcohol policy infractions and contacting parents following certain alcohol infractions were also associated with greater reductions in drinking and binge drinking. Talking to the student and/or referring the student to alcohol education or counseling, however, were not associated with any changes in drinking. This suggests consistent disciplinary action may be a more effective means to reduce alcohol consumption among students.
3. Prohibiting Alcohol Advertising. Campuses which prohibited alcohol advertising in publications for or by students or on campus saw greater reductions in drinking than campuses that allowed alcohol advertisements.

These findings are consistent with systematic reviews of the available policy options that are available through other sources.

One particularly useful source is the National Institute of Alcohol Abuse and Alcoholism's College Alcohol Intervention Matrix (AIM). One section addresses both campus and community policies and provides information regarding their effectiveness and general cost.

https://www.collegedrinkingprevention.gov/CollegeAIM/Resources/NIAAA_College_Matrix_Booklet.pdf

Another useful document on environmental strategies entitled, Reduce College Drinking and Related Problems, was produced by The Maryland Collaborative. The section of this document "Environmental Level Interventions-On Campus Strategies" provides similar guidance.

https://marylandcollaborative.org/content/uploads/Guide-to-Best-Practice_2020_Full_Report.pdf

EDUCATION AND PREVENTION PROGRAMS

Educational and prevention programs are usually designed for students irrespective of their own drinking behaviors. Across the SUNY/CUNY campuses, most of the campuses had some form of prevention program and some alcohol education. Overall, our analyses did not produce any evidence to support the impact of alcohol education programs. This is consistent with conclusions drawn from NIAAA's AIM initiative that simple didactic alcohol education is not an effective strategy.

While alcohol education programs alone have not been shown to be effective, other forms of prevention activities have been shown to be effective in more focused studies. Changing social norms can be an important part of an overall alcohol prevention strategy, but some types of social norms programs are effective while others are lacking evidence. Evidence regarding broad social network advertising campaigns has been mixed. Some studies have found small, short term effects. However, recent research suggests that consistent social norms programming over a number of years can be effective.

<http://socialnorms.org/wp-content/uploads/2019/11/Larry-Article-10.2019.pdf>

In contrast to social norms campaigns, the evidence with respect to personalized normative feedback that assesses students drinking and presents comparison of the students' drinking with the actual alcohol use of their peers has been effective.

Several other evidence-based strategies have been used in the college space with varied effectiveness, but as noted above, choosing strategies based on individual campus needs is essential to sustainability and outcome. Some more effective strategies on college campuses are listed below:

STRATEGIES TO REDUCE ACCESS AND AVAILABILITY

Alcohol Restrictions at Campus Events: Restricting the use of alcohol at public events can be voluntarily implemented by the event coordinators or can be instituted as campus policy not to allow alcohol at on-campus events. The policies can range from a total ban on alcohol to limiting the days, times, and amounts of alcohol.

Prescription Take-Back: Safely collecting old and unused medication for disposal is a strategy long used by the Drug Enforcement Agency (DEA). Twice a year, the DEA hosts "National Prescription Drug Take-Back Day." Campuses can supply secure methods of disposal at a single event or on an ongoing basis by installing a secure medication return box (often supervised by the university police and/or health services) or by providing medication disposal bags. This strategy can be used in conjunction with a marketing campaign about prescription and over-the-counter drug misuse.

ADMINISTRATIVE POLICIES ASSOCIATED WITH REDUCTIONS IN DRINKING FROM 2017-2019

- ✓ Requiring Campus Units to Report
- ✓ Disciplining Student Following Infractions
- ✓ Contacting Parents Following Infractions
- ✓ Prohibiting Alcohol Ads On Campus

A useful website for exploring and developing social norms programs can be found here:

www.socialnormsresources.org



EDUCATION AND PREVENTION PROGRAMS

ENFORCEMENT STRATEGIES

Party Patrols: Enhanced enforcement increases frequency of enforcement of alcohol, tobacco, and other drug-related policies on high-use days and times. These strategies may also include increasing the perceived risk of being sanctioned by promoting these Party Patrols and other enforcement strategies.

POLICY MODIFICATION STRATEGIES

College Campus Policies: Campus policies for the prevention, treatments, and intervention of substance use such as Substance-Free Dorms, parental notification of violations, smoke-free campuses, weekend class requirements, and prohibition of alcohol sales on campus have strong evidence to support effective substance use prevention and related problems.

Social Host Liability: Under Social Host Liability Laws, adults who serve or provide alcohol to minors or intoxicated persons can be held liable for any negative outcome to the person or committed by the intoxicated person. These laws vary from state to state.

Parental Involvement: One prevention strategy to consider is the involvement of parents of college-aged students. There has been mixed research on the efficacy of such, but its proponents believe that even at this late developmental age, parental opinion is important to students, whether they admit it or not. Two resources to consider in developing strategies to engage and educate parents are:

<https://oasas.ny.gov/talk2prevent-parent-toolkit>
<http://powertotheparent.org/>

Other resources to engage parents and guardians of college-aged students in prevention strategies can be found on the OASAS website:

<https://oasas.ny.gov/talk2prevent-parent-toolkit>

FOR A COMPLETE LIST OF EVIDENCE-BASED PRACTICES, PLEASE REFERENCE THESE RESOURCES

The Guide to Community Preventive Services (The Community Guide) is a resource for information on evidence-based prevention strategies, recommendations, and findings about what works to improve public health. The Community Guide represents a credible resource based on a scientific, systematic review process that provides answers to questions that are critical to public health (The Guide to Community Preventive Services, 2012).

Cochrane Reviews are systematic reviews published by the Cochrane Collaboration—an international network of healthcare professionals that prepares, maintains, and promotes the accessibility of systematic reviews on a range of health topics. Cochrane Reviews cover primary research in human health care and health policy, and are internationally recognized as the highest standard in evidence-based health care (The Cochrane Collaboration, 2012).

INTERVENTION

INTERVENTION TYPES

Offering any intervention was associated with larger reductions in binge drinking and the number of days drinking than not offering this type of program. In our analyses, on-campus assessments followed by brief interventions or campus-specific interventions were consistently related to greater reductions in drinking. Referral to campus self-help groups had a weaker and less consistent relationship, and referrals to the college counseling center or off-campus resources were not associated with changes from 2017-2019. It may be that campuses with the specific substance use treatments, whether specialized, online, or in-person, have a more integrated system that has the ability to ensure that students follow through with these assessments and interventions. It may be this integrative system that accounts for the changes. In this context, campus counseling centers could be effective if the staff receives training in specific alcohol interventions, and if it is well integrated into the overall campus strategy.

SPECIFIC INTERVENTIONS

Campuses reported on specific types of programs that were incorporated into their specialized interventions. The key elements of these programs that were associated with reductions in drinking are summarized in the table below and to the right. Other types of programs that have been found by others to be effective include Motivational Interviewing.

EXAMPLES OF INTERVENTIONS USED ON CAMPUSES ACROSS THE COUNTRY

ScreenU: Developed by the Higher Education Center for Alcohol & Drug Misuse Prevention & Recovery (HECAOD), ScreenU is a web-based method that administers screening, brief intervention, and referral to treatment (SBIRT) to college students. ScreenU identifies students who are misusing alcohol, marijuana, or prescription drugs and provides feedback and strategies to reduce their risk for experiencing negative consequences from their use. Learn more about how ScreenU works, the research that supports SBIRT, and how you can use ScreenU on your campus.

<https://screenu.org/>

SBIRT: Screening, Brief Intervention, Referral to Treatment is an approach that utilizes the delivery of early intervention and treatment to people with substance use disorders and those at risk of developing these disorders.

[READ MORE](#)

BASICS: Brief Alcohol Screening and Intervention for College Students (BASICS) is a harm-reduction intervention for college students. Students often conform to patterns of heavy drinking they see as acceptable, while holding false beliefs about alcohol's effects or actual alcohol-use norms. BASICS is designed to help students make better decisions about using alcohol. The program's style is empathic, rather than confrontational or judgmental. It aims to 1) reduce alcohol consumption and its adverse consequences, 2) promote healthier choices among young adults, and 3) provide important information and coping skills for reducing risk.

[READ MORE](#)

INTERVENTION TYPES ASSOCIATED WITH REDUCTIONS IN DRINKING FROM 2017-2019

- ✓ Brief online substance use treatment
- ✓ Brief in-person intervention
- ✓ Specialized substance use treatment
- ✓ Referral to campus self-help groups

PROGRAM ASPECTS ASSOCIATED WITH REDUCTIONS IN DRINKING FROM 2017-2019

- ✓ Normative feedback
- ✓ Alcohol skills training
- ✓ Coping/life skills

COLLEGIATE RECOVERY

Collegiate Recovery was not part of the Student Survey process, nor a major focus of the Administrative Survey. Yet, both System Administration and OASAS made strides to begin a planning process that would develop such future recovery supports on its campuses. Campuses across the country and in the SUNY system have shown students in recovery to have higher GPA rates as well as rates of retention and completion. Institutional stigmatization is a barrier that needs education and resources to reduce its occurrence.

For 2018-2019, 1,233 students from across the SUNY System self-reported as being in recovery. Due to stigma, many students do not self-report. Regarding GPA comparisons across all SUNY campuses: for almost all levels except the state-operated associates programs, students in recovery outperform all others at time of graduation. Looking forward, SUNY campuses should view serving students in recovery as an investment in not only the students' future, but their own campus viability. It is an investment that supports recruitment and retention and future alumni support.

GPA SUNY COHORT 2018-2019

All Students	Students in Recovery
Associates Degree: 3.20 BA: 3.29	Associates Degree: 3.29 BA: 3.31
State-Operated	State-Operated
Associates Degree: 3.11 BA: 3.29	Associates Degree: 2.78 BA: 3.30
Community College	Community College
Associates: 3.20 BA: 3.46	Associates: 3.30 BA: 3.90

In 2019, 2.8% of students reported participating in alcohol or drug treatment since the beginning of the school year. Not all of these students require recovery services, but such services could be useful for some of them. In addition, approximately 2% of students reported that they were in recovery from alcohol or drug use. We can estimate that between 2% and 5% of students might benefit from the availability of recovery services.

At present, nearly all of the campuses report recovery services, but these services are almost entirely self-help groups. In the administrative survey, only six SUNY campuses reported that they had alcohol-free dorms or floors.

Due to the apparent need for campus recovery services, in 2018-2020, OASAS began an investment in such foundational programming. This support was via a set of both mini-grants and larger grants to six campuses.

Collegiate Recovery Programs: A Win-Win Proposition for Students and Colleges
University School of Public Health/2016
https://marylandcollaborative.org/content/uploads/CRP_updated.pdf

Collegiate Recovery and Institutional Buy-In: Research, Results, and Returns
September 25, 2018
<https://hecaod.osu.edu/wp-content/uploads/2018/10/Rabolt-Slides.pdf>

Texas Tech's CRC curriculum:
<http://www.depts.ttu.edu/hs/csa/replication.php>
https://safesupportivelearning.ed.gov/sites/default/files/ed-crp_webinar_bibliographic_resources_2019_03_27-9AM.pdf

OASAS RECOVERY INFORMATION

OASAS Recovery Centers can be found:
https://oasas.ny.gov/support-services?f%5B0%5D=location_filter_term%3A301

OASAS Addiction Resource Centers can be found:
https://oasas.ny.gov/support-services?f%5B0%5D=location_filter_term%3A291

Locate a variety of other support services:
www.oasas.ny.gov/support-services



RESOURCES

Environmental Strategies Toolkit - Prevention Technology Transfer Center
<https://pttcnetwork.org/centers/northeast-caribbean-pttc/product/environmental-strategies-toolkit>

This website provides videos, a powerpoint presentation, and a manual for implementing the Strategic Prevention Framework for preventing drug misuse.

Prevention with Purpose: A Strategic Planning Guide for Preventing Drug Misuse Among College Students: US DEA
<https://www.campusdrugprevention.gov/preventionguide>

Community Anti-Drug Coalitions of America (CADCA)
<https://www.cadca.org/>

CADCA uses a model that emphasizes the power of community coalitions to prevent substance misuse through collaborative community efforts. CADCA represents over 5,000 community coalitions in addition to supporting members with resources and materials designed to implement successful and sustainable substance use and misuse prevention strategies. CADCA also offers customized trainings for communities to support the prevention of substance use and misuse before it starts as the most effective and cost-efficient way to reduce substance use and its associated costs.

Higher Education Center for Alcohol and Drug Misuse Prevention & Recovery (HECAOD)
<https://hecaod.osu.edu/>
<https://hecaod.osu.edu/trainings/webinars/recovery/>

University of Buffalo, Clinical and Research Institute on Addictions
<http://www.buffalo.edu/cria.html>

NYS Office of Addiction Services and Supports:
<https://oasas.ny.gov/>

US Drug enforcement Administration:
<https://www.dea.gov/>

Association of Recovery in Higher Education:
<https://collegiaterecovery.org/>

Substance Abuse and Mental Health Administration has separate Centers for Prevention, Treatment and Recovery:
<https://www.samhsa.gov/>

National Institute on Alcohol Abuse and Alcoholism:
<https://www.niaaa.nih.gov/>

SAMHSA Behavioral Health Among College Students Information & Resource Kit
<https://store.samhsa.gov/sites/default/files/d7/priv/sma19-5052.pdf>

CONTACT INFORMATION

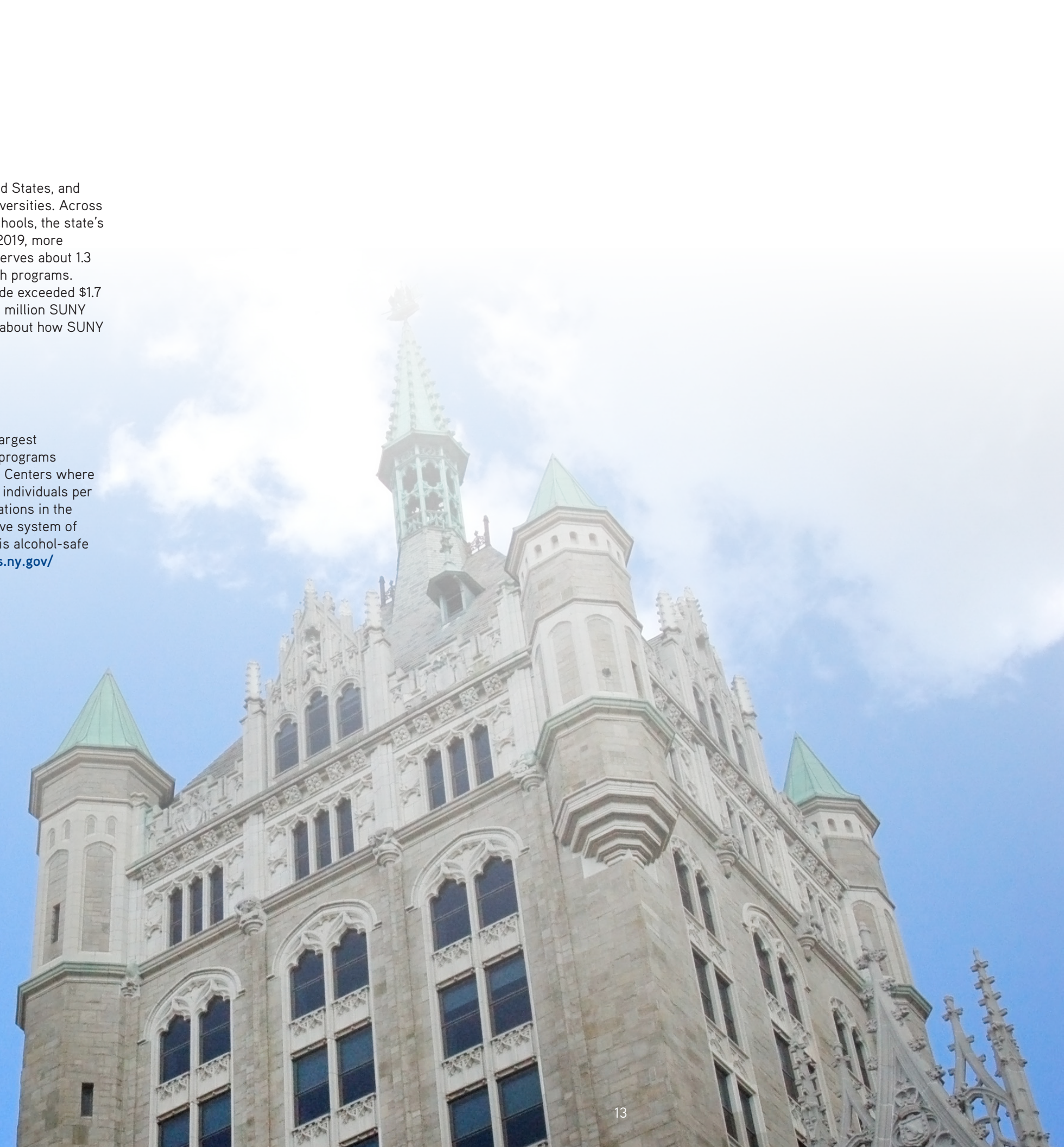
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ABOUT THE STATE UNIVERSITY OF NEW YORK

The State University of New York is the largest comprehensive system of higher education in the United States, and more than 95 percent of all New Yorkers live within 30 miles of any one of SUNY's 64 colleges and universities. Across the system, SUNY has four academic health centers, five hospitals, four medical schools, two dental schools, the state's only college of optometry, and manages one US Department of Energy National Laboratory. As of Fall 2019, more than 415,500 students were enrolled in a degree-granting program at a SUNY campus. In total, SUNY serves about 1.3 million students in credit-bearing courses and programs, continuing education, and community outreach programs. SUNY oversees nearly a quarter of academic research in New York. Research expenditures system-wide exceeded \$1.7 billion in fiscal year 2019, including significant contributions from students and faculty. There are three million SUNY alumni worldwide, and one in three New Yorkers with a college degree is a SUNY alum. To learn more about how SUNY creates opportunity, visit www.suny.edu.

ABOUT OASAS

The New York State Office of Addiction Services and Supports (OASAS) oversees one of the nation's largest Substance Use Disorder systems of care with approximately 1,700 prevention, treatment and recovery programs serving over 680,000 individuals per year. This includes the direct operation of 12 Addiction Treatment Centers where our doctors, nurses, and clinical staff provide inpatient and residential services to approximately 8,000 individuals per year. OASAS is the single designated state agency responsible for the coordination of state-federal relations in the area of addiction services. Its mission is to improve the lives of New Yorkers by leading a comprehensive system of addiction services for prevention, treatment, and recovery. Its vision is a future where New York State is alcohol-safe and free from chemical dependence and compulsive gambling. For more information visit: <https://oasas.ny.gov/>





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