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THE DRUG AND ALCOHOL ABUSE ON COLLEGE CAMPUSES

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ABSTRACT

Alcohol abuse among college students has become a major public health concern. Individual, environmental, and demographic factors have each been associated with alcohol abuse in that population. In response to the enormous physical, emotional, and legal consequences that occur as a result of the abuse, colleges and universities are developing strategies for prevention and intervention.

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INTRODUCTION

The drug and alcohol abuse on college campuses Drug and alcohol abuse on college campuses is a serious concern. It can have negative impacts on students' health, academic performance, and overall well-being. Many colleges and universities have implemented prevention programs, counseling services, and stricter policies to address this issue. If you have specific questions or need information on this topic, feel free to ask Introduction: Drug and alcohol abuse on college campuses is a multifaceted and pressing issue that continues to draw significant attention from educators, policymakers, and health professionals. The college experience, often synonymous with newfound freedom, independence, and social exploration, can create an environment ripe for experimentation with substances. While not all students engage in substance abuse, it remains an omnipresent concern that demands comprehensive understanding, acknowledgment, and intervention. This essay explores the complex landscape of drug and alcohol abuse on college campuses, delving into the various factors contributing to its prevalence, its consequences on students and academic institutions, and the evolving strategies employed to address this pervasive problem. In an era characterized by heightened awareness of mental health and substance use disorders, it is crucial to examine how colleges and universities are responding to these challenges and the ways in which society is reshaping its perceptions and policies regarding substance abuse. The Prevalence of Substance Abuse on College Campuses: To comprehend the extent of drug and alcohol abuse on college

campuses, one must first acknowledge its prevalence. While statistics may vary, it is widely accepted that a significant portion of college students engage in some form of substance use. The reasons behind this behavior are diverse and may include peer pressure, stress, curiosity, and the desire for social acceptance. One of the most commonly abused substances among college students is alcohol. Binge drinking, defined as consuming five or more alcoholic drinks in a single sitting, is a particularly concerning pattern of alcohol use. The National Institute on Alcohol Abuse and Alcoholism (NIAAA) reports that about 37% of college students aged 18-22 engaged in binge drinking in the past month. This alarming statistic highlights the urgency of addressing alcohol abuse within the collegiate environment. In addition to alcohol, various drugs, both legal and illicit, are used on college campuses. Marijuana, prescription medications, and stimulants like Adderall are among the substances that students may misuse. The ease of access to these drugs, coupled with the misconception that they can enhance academic performance or alleviate stress, contributes to their prevalence. Consequences of Substance Abuse on College Campuses: The consequences of drug and alcohol abuse on college campuses are far-reaching and impact students, their academic institutions, and society as a whole. Students who engage in substance abuse often experience negative effects on their physical and mental health. Chronic alcohol or drug use can lead to addiction, impaired decision-making, and a higher risk of accidents and injuries. Furthermore, substance abuse can exacerbate mental health issues such as anxiety and depression, which are already prevalent among college students. Academically, substance abuse can hinder students' performance. Frequent partying and substance misuse

can lead to missed classes, assignments, and poor grades. This, in turn, can jeopardize a student's academic future and career prospects. Moreover, disciplinary actions, including suspension or expulsion, may result from drug or alcohol-related incidents on campus. College campuses themselves are not immune to the ramifications of substance abuse. Institutions often grapple with issues like property damage, disruptions caused by intoxicated students, and strained resources needed to address these incidents. There is also the concern of the college's reputation being tarnished due to alcohol-related tragedies or negative media attention. Beyond the immediate campus community, substance abuse contributes to broader societal problems. It can lead to a higher burden on healthcare systems, increased law enforcement involvement, and economic costs associated with treating addiction and its consequences. Society as a whole bears the weight of the consequences of unchecked substance abuse among its youth. **Evolving Strategies and Interventions:** Recognizing the severity of drug and alcohol abuse on college campuses, educational institutions, along with public health organizations and policymakers, have implemented various strategies and interventions to mitigate the issue.

These efforts range from prevention and education to harm reduction and treatment. Prevention programs on college campuses are designed to educate students about the risks associated with substance abuse and provide them with the skills and knowledge to make informed decisions. These programs often include workshops, seminars, and awareness campaigns. Additionally, many colleges have implemented stricter policies, such as banning alcohol in dormitories or requiring mandatory alcohol education courses for incoming students. Harm reduction initiatives aim to reduce the negative consequences of substance abuse without necessarily advocating abstinence. This approach includes providing access to resources like naloxone (an opioid overdose-reversal medication), safe spaces for sober socializing, and counseling services for students struggling with addiction. Treatment options for students dealing with substance use disorders have also expanded. College counseling centers often offer confidential support and referrals to specialized treatment programs. Some institutions even have on-campus recovery communities where students in recovery can find peer support and maintain their sobriety. In recent years, there has been a shift in the way society perceives and addresses substance abuse.

There is a growing recognition that addiction is a medical condition, not a moral failing, and that individuals with substance use disorders need access to evidence-based treatment and support. This shift is influencing how colleges and universities approach the issue, emphasizing a more compassionate and holistic approach to addressing substance abuse on campus. Drug and alcohol abuse on college campuses is a multifaceted issue with far-reaching consequences. Its prevalence among students poses a significant challenge to their well-being, academic success, and the institutions they attend. The evolving strategies and interventions to combat substance abuse reflect a growing awareness of the importance of addressing this issue with a multifaceted approach. As we move forward, it is imperative that colleges, policymakers, and society at large continue to prioritize the health and safety of college students. By fostering a culture of responsible decision making, providing accessible support and treatment options, and challenging stigmas surrounding addiction, we can work together to reduce the impact of drug and alcohol abuse on our nation's campuses. This issue demands our collective attention and commitment to creating a healthier, safer educational environment for all students.

1. **National Institute on Alcohol Abuse and Alcoholism (NIAAA):** The NIAAA website provides valuable statistics and research on alcohol use and abuse among college students.
2. **National Institute on Drug Abuse (NIDA):** NIDA offers research and data on drug abuse trends, including those on college campuses.

3. **Academic Journals:** Scholarly articles from journals related to psychology, sociology, public health, and education can offer in-depth research findings and insights on this topic.
4. **Government Reports:** Reports from government agencies like the Substance Abuse and Mental Health Services Administration (SAMHSA) or the Centers for Disease Control and Prevention (CDC) often contain relevant statistics and information.
5. **Books:** There are many books written on the subject of substance abuse on college campuses by experts in the field. **University Websites:** Some universities publish reports, surveys, and policies related to substance abuse and prevention on their campuses. When citing sources, make sure to follow the citation style (e.g., APA, MLA) required by your institution or publication. Additionally, for the most up-to-date information, consider searching for recent publications and reports related to drug and alcohol abuse on college campuses since my knowledge is not current beyond September 2021.

A Literature Review Study of Substance Abuse Status in High School Students:

As the first experience of substance abuse often starts in adolescence, and studies have shown that drug use is mainly related to cigarette and alcohol consumption, an initial exploration of substance abuse prevalence, including cigarette and alcohol, seems to be the first step in preventing and controlling drug consumption. This study aimed to explore studies on drug use among high school students by investigating articles published in the past decade in Iran. In this study, the databases inside the country were used to access articles related to substance abuse by students during 2011 - 2022, among which 7 articles on 14–19 years old high school students were studied. The seven studied articles showed that the highest drug use prevalence pertained to cigarette and hookah, followed by alcohol, opium, ecstasy, hashish and heroin. Opium and heroin use were, respectively, about 4 and 5 times of their use in other studied cities. Drug use is relatively high in the adolescent and effective group of the society, which requires particular attention and prompt and immediate intervention. Substance abuse is a common phenomenon in the world and has invaded the human society as the most important social damage. Substance abuse is a nonadaptive model of drug use, which results in adverse problems and consequences, and includes a set of cognitive, behavioral, and psychological symptoms.

Iran also, due to its specific human and geographic features, has a relatively high degree of contamination. The World Health Organization's report in 2005 shows that there are about 200 million opiate addicts in the world, reporting the highest prevalence in Iran and the most frequency in the 25–35 year-age group. The onset of drug use is often rooted in adolescence, and studies show that substance abuse is often related to cigarette and alcohol consumption in adolescence. Results of studies indicate that age, being male, high-risk behaviors, and the existence of a cigarette smoker in the family or among friends, the experience of substance abuse, inclination and positive thoughts about smoking have relationship with adolescent cigarette smoking. Studies also confirm that the chance of becoming a cigarette smoker among males and females is almost equal (11.2%); however, the prevalence of regular alcohol consumption in males (22.4%) is slightly higher than in females (19.3%). Few studies have been conducted in Iran on adolescents' patterns of substance abuse, producing various data on the prevalence and the type of consumed drugs, but there is currently no known specific pattern of substance abuse in this age group; therefore, this review study has studied drug consumption prevalence in the student population of the country by collecting various data. This article is a narrative review focusing on studies conducted in Iran. In this research, all articles related to substance abuse and its patterns among high school students, which were conducted in Iran and published in domestic and international journals, were investigated. This study explored articles in the past 10 years (2011- 2022) about high school students.

These articles provide information about the consumed drug type, its prevalence in terms of the sex and age, and the experience of at-least-

once consumption in the adolescent's life. Some articles had only pointed to drug consumption, which was also included in this research. Some had attended to substance abuse in general terms without distinguishing different kinds of drugs, and in some articles only psychoactive drug use, was mentioned. The cases, in which the sample volume was not sufficient, or were not in the studied age groups, were excluded from the study. Due to different categorizations in these articles regarding the long-term prevalence of substance abuse or the experience of at-least-once consumption, in this study the shared aspect of these articles, that is, the experience of at-least-once use was adopted. Some articles had addressed the students' predisposing factors for drug abuse, in addition to drug use prevalence, which were not included in this study for being scattered. An initial search into the data bases yielded 11 articles, two of which were related to years before the study time frame. Furthermore, two articles were ignored, one because of its different age group (a lower age) and the other because it had addressed a particular district in Tehran with a small sample size. These results are based on 7 articles. All studies were about the 14–19 years old group, and only three studies had distinguished between the sexes. All 7 studies considered in this article were cross-sectional.

Drug consumption prevalence based on the age distribution in the studied populations: Investigating addictive drugs prevalence among university students showed the prevalence in the following order: Hookah (74.5%), cigarette (67.5%), opium (6.1%), alcohol (13.5%), psychoactive pills (5.26%), hashish and heroin. Entertainment constitutes the tendency for drug consumption in most cases (47.4%). Results of a meta-analysis showed that 7% of Iranian adolescents regularly smoke, and 27% had experienced smoking. The increased cigarette use prevalence among Iranian adolescents is a major public health concern. Paying attention to healthy recreations for adolescents and the youth has become increasingly important and needs planning for discouraging drug use. The cross-sectional prevalence of drug use in 1997 among American 12–17 years old adolescents was reported 11.4%, which was close to drug use prevalence, excluding cigarette. Another study showed that 56% of male and 42% of female university students were drug users, which accords with the present research with regard to the higher number of the males. Since, the addiction problem is an old problem in other countries, it might be better to use the solutions practiced by them to speed up our reaction in cases which adhere to our culture and customs. At-least-once alcohol use prevalence among the 8th year American students in 20015 and 2016 was 27% and 20%, respectively, increasing to 88% among the 12th year students. The history of hashish consumption among the 8th, the 10th, and the 12th year students was 10%, 23%, and 36%, respectively, representing a remarkable difference with our country's students. About 0.5% of the 8th year and 10% of the 12th year students consumed cocaine, and the consumption of amphetamines by the 12th year students was 1.5%, being almost close to the consumption rate of Iranian students. The open consumption of hashish is common in France by almost one-third of the population (nearly 30%), compared with the average rate of 19% in European countries; also, the consumption of ecstasy and cocaine has increased over 2015–2020, although it is 4% but yet remarkable.

In the cities, in which sex-distinct studies were conducted, drug consumption by males had been, with no exception, far higher than by the females, which is, almost 4 times except for hookah and then cigarette. Of course, it is not possible to judge firmly about drug use general prevalence as a result of the few studies in this field; however, the important point is the relatively high drug use among the adolescent and effective group of the society, which deserves particular attention for education and intervention in this group. It has been observed that adolescent and young crystal users, compared to nonusers, show clinical symptoms, have less control and affection in their families, with excitable, aggressive and anxious personalities, and low accountability, on the other hand, behavioral problems and friend influence are among the strongest risk factors of drug consumption among adolescent consumers. Nevertheless, it is not clear to what extent the adolescent can manage the effect of behavioral problems and peer group interaction for refusing

invitations for drug consumption. It has been stated that using software programs would assist in the prevention and increasing the youth's skills for reducing drug use. It has been shown that adolescent inclination to and consumption of drugs decrease significantly in the 1st year of educational intervention. On the other hand, studies indicate that there is a relationship between the borderline personality disorder and the extent of drug abuse.

Therefore, prevention programs for harm reduction, treatment and consultation as the main objective of the intervention structure should apply to consumers. Also, emphasis should be laid upon the relationship between schools and parental care as important protective factors for adolescents' health. Adolescence is a growth period which is associated with a relatively high rate of drug use and its related disorders. Accordingly, recent progress in evaluating drug abuse among adolescents would continue for information sharing in the field of clinical and research services. Therefore, attention to this group through coherent planning for damage prevention would still remain in priority. Research on alcoholic and drug abuse on college campuses has been extensive, but there are still several research gaps that warrant further exploration: 1) Effectiveness of Prevention Programs: There is a need to assess the long-term effectiveness of prevention programs on college campuses. Do these programs lead to sustained reductions in substance abuse among students? 2) Mental Health and Substance Abuse: Understanding the complex relationship between mental health issues and substance abuse among college students is crucial. Research could focus on identifying risk factors and effective interventions. 3) Emerging Trends: Investigate emerging substance abuse trends such as the use of designer drugs, vaping, and the impact of legalization of marijuana on college campuses. 4) Demographic Differences: Examine how substance abuse patterns vary among different demographic groups on college campuses, including race, gender, and sexual orientation. 5) Online and Virtual Environments: With the growth of online learning, research should explore the impact of virtual environments on substance abuse patterns and interventions. 6) Peer and Social Influence: Explore the role of peer pressure, social networks, and campus culture in substance abuse, and assess strategies to mitigate these influences. 7) Harm Reduction Strategies: Evaluate the effectiveness of harm reduction strategies, such as supervised injection sites or safe drinking spaces, in reducing substance related harm on college campuses. 8) Technological Interventions: Investigate the potential of technology-based interventions, such as mobile apps or telehealth services, for prevention and treatment of substance abuse. 9) Policy and Legal Frameworks: Analyze the impact of changes in policy and legal frameworks related to substance use on college campuses. 10) Long-term Consequences: Study the long-term consequences of substance abuse during college years on individuals' health, career, and overall well-being. Closing these research gaps can help develop more targeted and effective strategies for addressing substance abuse on college campuses.

Objectives

Interventions for smoking/tobacco use: We report findings from a total of 20 systematic reviews focusing on various interventions for smoking/tobacco use among adolescents. Of these 20 reviews, three reviews focused on school-based interventions; three reviews focused on family-/community-based interventions; four reviews focused on digital platforms; four reviews focused on policy interventions; one review focused on the effect of providing incentives; while five reviews focused on multicomponent interventions for smoking/tobacco use among adolescent age group. The AMSTAR rating for the reviews ranged between 5 and 10 with a median score of 8. Meta-analysis was conducted in nine of the included reviews.

School-based interventions we report findings from three systematic reviews focusing on school-based interventions for smoking/tobacco use among adolescents. A review based on 134 studies evaluated the impact of school smoking interventions for preventing youth from starting smoking and suggested that pure prevention program (where never-smokers at baseline were followed and the number of

remaining never-smokers at the various follow-up intervals was ascertained), and combined social competence and social influences curricula have an overall significant effect on reducing smoking initiation while there is no impact of only-information or social influence interventions. Another review evaluated the impact of "Smoke-Free Class Competition" (SFC is a school-based smoking prevention program including commitment not to smoke, contract management, and prizes as rewards. Findings from this review suggest that SFC participation is effective in reducing students who are currently smoking. A review specifically focused on long-term follow-up of school-based smoking prevention trials and reported that the interventions varied in intensity, presence of booster sessions, follow-up periods, and attrition rates. This review found very limited evidence on long-term impact of school-based smoking prevention programs.

Family-/community-based interventions: We included three systematic reviews evaluating the impact of family-/community-based interventions for smoking/tobacco use among adolescents. Family-based interventions had a positive impact on preventing smoking with a significant reduction in smoking behavior. Most of these studies used intensive interventions typically addressing family functioning and introduced when children were between 11 and 14 years old. However, these findings should be interpreted cautiously because effect estimates could not include data from all studies. Another review evaluated the impact of coordinated widespread community interventions which support nonsmoking behavior. The interventions included involvement of community leaders for the development and support of community programs, training community workers to form a community coalition of diverse stakeholders to implement and monitor smoking prevention interventions, and involving multiple organizations including the national health service, city councils, social workers, business owners, voluntary organizations, sports organizations, health care providers, community organizations, media, retailers, schools, government, law enforcement, or workplaces. Findings from 25 studies suggest positive impact of community-delivered interventions on reducing smoking rates, intentions to smoke, and increasing knowledge about effects of smoking; however, the evidence is not strong and contains a number of methodological flaws. Evidence from primary care relevant interventions (including coordinated, multicomponent interventions that combine mass media campaigns, price increases, school-based policies and programs, and statewide or community-wide changes in policies and norms) suggests a significant reduction in smoking initiation, among participants in behavior-based prevention interventions with no impact on cessation rates. However, the interventions and measures were reported to be heterogeneous.

Digital platforms: We report findings from four systematic reviews evaluating various digital platforms for smoking/tobacco use among adolescent age group. A review evaluating antitobacco mass media campaigns suggests that these media campaigns can be effective across various racial/ethnic populations for smoking prevention, although the size of the campaign effect may differ by race/ethnicity. Existing evidence supports advertising that includes personal testimonials; surprising narrative; and intense images, sound, and editing while research is insufficient to determine whether advertising with secondhand smoke or social norms theme influences youth tobacco use. Another review evaluated the effectiveness of mass media interventions to prevent smoking in young people in terms of reduced smoking uptake, improved smoking outcomes, attitudes, behaviors, knowledge, self-efficacy, and perception [41] and suggests that mass media can prevent the uptake of smoking in young people; however, the evidence is not strong and contains a number of methodological flaws. The review further suggests that effective media campaigns had a solid theoretical basis, used formative research in designing the campaign messages, and message broadcast was of reasonable intensity over extensive period of time. A review on Web-based smoking cessation interventions among college students suggests mixed results, with insufficient evidence supporting their efficacy. Another review evaluating Internet-based interventions

for smoking cessation suggests that Internet-based interventions can assist smoking cessation for a period of 6 months or longer, particularly those which were interactive and tailored to individuals; however, more research is needed to confirm the findings. Policy level interventions We found four reviews reporting the impact of smoking/tobacco use policy initiatives. A review evaluating the effect of tobacco advertising and promotion suggests that these policies increase the likelihood of adolescents to start smoking. However, there was variation in the strength of association and the degree to which potential confounders were controlled for. A review evaluated the impact of school policies aiming to prevent smoking initiation and included only one trial. The review suggests no difference in smoking prevalence between intervention and control schools. One review assessed the effect of interventions to reduce underage access to tobacco by deterring shopkeepers from making illegal sales. This review suggests that giving retailer's information is less effective in reducing illegal sales than active enforcement and/or multicomponent educational strategies while there is little effect of intervention on youth perceptions of access to tobacco products or prevalence of youth smoking. Another review evaluated the effectiveness of laws restricting youth access to cigarettes by limiting the ability of teens to purchase cigarette on prevalence of smoking among teens. Findings suggest that there is no detectable relationship between the level of merchant compliance and 30-day or regular smoking prevalence and no significant difference in youth smoking.

Incentives We found one review evaluating the impact of incentives (involving any tangible benefit externally provided with the explicit intention of preventing smoking. This includes contests, competitions, incentive schemes, lotteries, raffles, and contingent payments to reward not starting to smoke) to prevent smoking among adolescents. Findings from seven included trials suggest that there is no statistically significant effect of incentives to prevent smoking initiation among children and adolescents. There is lack of robust evidence to suggest that unintended consequences (such as youth making false claims about their smoking status and bullying of smoking students) are consistently associated with such interventions, although this has not been the focus of much research. There was insufficient information to assess the dose-response relationship or costs. **Multicomponent interventions** We found five reviews addressing multicomponent interventions for smoking/tobacco use among adolescents. One review evaluated the long-term effectiveness of different school-based, community-based, and multisectorial intervention strategies. Although the overall effectiveness of prevention programs showed considerable heterogeneity, the majority of studies report some positive long-term effects for behavioral smoking prevention programs. There was evidence that community-based and multisectorial interventions were effective in reducing smoking rates, while the evidence for school-based programs alone was inconclusive. Another review evaluating any intervention for smoking cessation suggests that any type of intervention is more effective in producing successful smoking cessation compared to no intervention. One review evaluated the effectiveness of strategies that help young people to stop smoking tobacco. Majority of the included studies used some form of motivational enhancement combined with psychological support such as cognitive behavioral therapy (CBT), and some were tailored to stage of change using the transtheoretical model. Transtheoretical model and motivational enhancement interventions have shown moderate long-term success, respectively. However, complex interventions that included CBT did not achieve statistically significant results. A review evaluating interventions targeting smoking cessation among adolescents suggests limited evidence demonstrating efficacy of smoking cessation interventions in adolescents and no evidence on the long-term effectiveness of such interventions. One review specifically evaluated the effectiveness of intervention programs to prevent tobacco use, initiation, or progression to regular smoking amongst young indigenous populations. The review included two studies reporting no difference in weekly smoking at 42-month follow-up.

Interventions for alcohol use: We report findings from a total of eight systematic reviews focusing on various interventions for alcohol

use among adolescents. Four reviews focused on school-/college-based interventions while one review each focused on family-/community-based interventions, digital platforms, policy interventions, and multicomponent interventions. School-based interventions We report findings from a total of four reviews focusing on school-/college-based interventions for alcohol use. A review evaluating college-based interventions for alcohol misuse prevention suggests lower quantity and frequency of drinking and fewer problems among the adolescents in the intervention group compared to controls. Findings suggest that college-based interventions that include personalized feedback, moderation strategies, expectancy challenge, identification of risky situations, and goal setting are effective in reducing alcohol-related behavior issues among adolescents. Another review evaluating school-based prevention program showed that, overall, the effects of school-based preventive alcohol interventions on adolescent alcohol use were small but positive among studies reporting the continuous measures, whereas no effect was found among studies reporting the categorical outcomes. School-based brief alcohol interventions (BAIs) among adolescents are associated with significant reduction in alcohol consumption. Subgroup analyses indicated that individually delivered BAIs are effective while there is no evidence that group-delivered BAIs are also associated with reductions in alcohol use. Universal school-based preventive interventions showed some evidence of effectiveness compared to a standard curriculum.

Family-/community-based interventions: We found one review evaluating the impact of universal family-based prevention programs (including any form of supporting the development of parenting skills including parental support, nurturing behaviors, establishing clear boundaries or rules, and parental monitoring) in preventing alcohol misuse in school-aged adolescents. Most of the trials in the included review have shown some evidence of effectiveness, with persistence of effects over the medium and longer term. The review concluded that the effects of family-based prevention interventions are small but generally consistent and also persistent over the medium to long term. Digital platforms We found one systematic review reporting the efficacy of computer-delivered interventions (CDIs) to reduce alcohol use among college students. The typical intervention was a single-session computerized task delivered via the Internet, intranet, or CD-ROM/DVD lasting a median of 20 minutes. Most CDIs were delivered on-site, whereas some of students completed the CDI off-site. The effects of CDIs depended on the nature of the comparison condition: CDIs reduced quantity and frequency measures relative to assessment-only controls but rarely differed from comparison conditions that included alcohol-relevant content. Overall, CDIs are found to reduce the quantity and frequency of drinking among college students and are comparable to alternative alcohol-related comparison interventions.

Policy interventions: We found one review that evaluated restriction or banning of alcohol advertising via any format including advertising in the press, on the television, radio, Internet, billboards, social media, or product placement in films. The review found lack of robust evidence for or against recommending the implementation of alcohol advertising restrictions. Advertising restrictions should be implemented within a high-quality, well-monitored research program to ensure the evaluation over time of all relevant outcomes in order to build the evidence base. Multicomponent interventions We found one review evaluating the effectiveness of universal multicomponent prevention programs in preventing alcohol misuse in school-aged children. Twelve of the 20 trials showed evidence of effectiveness, with persistence of effects ranging from 3 months to 3 years. There is some evidence that multicomponent interventions for alcohol misuse prevention in young people can be effective. However, there is little evidence that interventions with multiple components are more effective than interventions with single component.

Interventions for drug use: We report findings from two systematic reviews focusing on various interventions for drug use among adolescents. Both the reviews focused on school-based interventions.

School-based interventions We found two reviews evaluating school-based interventions for drug use. One review evaluated school-based primary prevention interventions including educational approaches (knowledge-focused, social competence-focused, and social norms-focused programs; combined programs; other types of interventions). Findings suggest that both social influence and social competent approach combined favors intervention for marijuana use at 12+ months with no difference on hard drug use at 12+ months. Combined interventions are effective in reducing any drug use at <12 months. Overall, school programs based on a combination of social competence and social influence approaches have shown, on average, small but consistent protective effects in preventing drug use. Another review evaluating the impact of school-based programs on cannabis use suggested that school-based programs have a positive impact on reducing students' cannabis use compared to control conditions. Findings revealed that programs incorporating elements of several prevention models were significantly more effective than those were based only on a social influence model. Programs that were longer in duration (≥ 15 sessions) and facilitated by individuals other than teachers in an interactive manner also yielded stronger effects.

Interventions for combined substance abuse: We report findings from a total of 16 systematic reviews focusing on various interventions for combined substance abuse among adolescents. Of these 16 reviews, four reviews focused on school-based interventions, one review focused on family-/community-based interventions, four reviews focused on digital platforms, three reviews focused on individual-targeted interventions (mentoring and psychotherapy), and four reviews focused on multicomponent interventions. School-based interventions We found four systematic reviews evaluating the impact of school-based interventions targeting substance abuse among adolescents. Interventions that promote a positive school ethos and reduce student disaffection may be an effective complement to drug prevention interventions addressing individual knowledge, skills, and peer norms. One review based on 18 program evaluations suggested mixed and inconclusive evidence to provide any judgment on the effectiveness of school-based programs. Another review evaluating the effectiveness of brief school-based interventions in reducing substance use and other behavioral outcomes among adolescents found moderate quality evidence that, compared to information provision only, brief interventions did not have a significant effect on any of the substance use outcomes at short-, medium-, or long-term follow-up. When compared to assessment-only controls, brief interventions reduced cannabis frequency, alcohol use, alcohol abuse and dependence, and cannabis abuse. Brief interventions also have mixed effects on adolescents' delinquent or problem behaviors, although the effect at long-term follow-up on these outcomes in the assessment-only comparison was significant. School-based marijuana and alcohol prevention programs are found to be effective in preventing marijuana and alcohol use in adolescents between the ages of 10 and 15 years. The most effective primary prevention programs for reducing marijuana and alcohol use among adolescents aged 10–15 years in the long term are comprehensive programs that included antidrug information combined with refusal skills, self-management skills, and social skills training.

Family-/community-based interventions: We found one review evaluating parenting programs to prevent tobacco, alcohol, or drug abuse in children younger than 18 years. Findings suggest that parenting programs can be effective in reducing or preventing substance use. The most effective intervention appears to be those that shared an emphasis on active parental involvement and on developing skills in social competence, self-regulation, and parenting. However, more work is needed to investigate further the change processes involved in such interventions and their long-term effectiveness. Digital platforms We report findings from four reviews evaluating digital platforms for substance abuse among adolescents. A review evaluating the impact of Internet-based programs and intervention delivered via CD-ROM targeting alcohol, cannabis, and tobacco suggests that these programs have the potential to reduce alcohol and other drug use as well as intentions to use substances in the future. Web-based interventions for problematic substance use by

adolescents and young adults highlighted insufficient data to assess the effectiveness of Web-based interventions for tobacco use by adolescents. For Internet and mobile phone use, one review suggested good empirical evidence concerning the efficacy of Web-based social norms interventions to decrease alcohol consumption in students. Internet interventions for smoking prevention are found to be heterogeneous. Interventions using mobile phone text messaging for smoking cessation are found to be well accepted and promising; however, they are primarily tested within pilot studies, and conclusions about their efficacy are not possible so far. One review evaluated the impact of serious educational games targeting tobacco, alcohol, cannabis, methamphetamine, ecstasy, inhalants, cocaine, and opioids and reported very limited evidence to suggest benefit.

Individual-targeted interventions: We report findings from three systematic reviews evaluating individual-targeted interventions for substance abuse among adolescents; this included mentoring, counseling, or psychotherapy. Review evaluating mentoring suggested limited evidence to conclude that the intervention was effective. The review evaluating counseling and psychotherapy to treat alcohol and other drug use problems in school-aged youth suggested that the effects of counseling and psychotherapy for drug abuse are consistently significant at termination, but follow-up effects yielded inconsistent results. A review evaluating CBT, family therapy replication, and minimal treatment control conditions suggested the need for more data since none of the treatment approaches appeared to be clearly superior to any others in terms of treatment effectiveness for adolescent substance abuse.

Multicomponent intervention: We report findings from four systematic reviews evaluating multicomponent interventions for substance abuse among adolescents. One review suggested that there is some empirical evidence of the effectiveness of social influences programs in preventing or reducing substance use for up to 15 years after completion of programming. However, this conclusion is prone to great variability in the level of internal and external validity across all studies. Another review suggested that multidimensional family therapy and cognitive behavioral group treatment received the highest level of evidentiary support. Early interventions for adolescent substance use do hold benefits for reducing substance use and associated behavioral outcomes if delivered in an individual format and over multiple sessions. One review found relatively few studies on the adolescent substance abuse treatment and suggested that there is evidence that treatment is superior to no treatment but insufficient evidence to compare the effectiveness of treatment types.

Overall Analysis: Alcohol and drug use in college can interfere with your academic performance, decrease the chances of obtaining post-college employment, and cause many additional consequences. Continue reading to learn more about substance abuse in the college student population, and what you can do to seek help if you or someone you know is struggling with drug use in college. *Reasons and Causes of Substance Abuse Among College Students* College is intended to be an era of self-discovery, unbridled potential complemented by lifelong friendships, independence, and experiencing what the world has to offer. But for tens of thousands of students, the weight of unforgiving expectations placed on them by parents, teachers, other students, society, and even themselves, sometimes worsens in college. College students are forced to adapt to a new lifestyle, with arguably less structure than that of their childhood, while being pulled in various directions. All these factors coming together can create a perfect storm for substance abuse issues. Alcohol flows quite freely on college campuses, and people sometimes exchange drugs in dorm rooms and classrooms, either as a way to escape from all the stress, or to boost academic performance (at the risk of developing an addiction). *What Drugs Do College Students Abuse Most?* The National Institute on Alcohol Abuse and Alcoholism (NIAAA) explains that college students frequently use and abuse alcohol, with many students seeing alcohol use as a ritualistic part of college. However, many students also come to campus with preexisting drinking habits as well. The drugs most abused by college students include:

- Marijuana. Past-year and past-month abuse of marijuana are highest among people aged 21-22. Vaping marijuana is highest among people in their early 20's.
- MDMA (ecstasy), LSD, and other psychedelic or hallucinogenic drugs. These drugs have gained popularity in recent years, with many students using them out of curiosity, to have the overall psychedelic experience, or to escape. Micro dosing, the act of using small doses of hallucinogens to achieve a slight effect, has also increased among college students in recent years.
- Stimulant medications, such as dextroamphetamine (Adderall), that are often called "study drugs". Students may use study drugs to help them stay awake or to enhance their ability to focus and study for exams. Adderall use in college can be very detrimental and eventually lead to dependence or addiction.
- Cocaine. One study showed that more than 20% of college students were exposed to opportunities to use cocaine in the past year.
- Painkillers and opioids. A high percentage of young adults between the ages of 18-25 suffer from prescription painkiller abuse, or prescription opioid abuse, in college; this is also a significant cause of unintentional death and injury among people in this age range.

Does Insurance Cover Rehab for College Students? Yes, insurance typically covers rehab for college students. Many college students who are under the age of 25 are still eligible to be covered for treatment under their parent's insurance policy. However, the extent to which your rehab stay will be covered depends on your insurance policy, copay, and deductible. AAC is in-network with many insurance companies. Discover whether your treatment may be fully or partially covered by using our online SSVOB form below. *The Long- and Short-Term Impacts of Substance Use in College Students* Substance abuse can cause many consequences for college students that are not limited to their academic life. Some of the short- and long-term impacts of drug and alcohol abuse in college students can include:

- Decreased academic performance. Substance abuse can lead to a lower GPA, less time spent studying, missing class, getting behind on assignments, dropping out, or being expelled.
- Risky or dangerous behaviours. This can include doing things you normally wouldn't do, like driving under the influence, being involved in assault (either as a victim or perpetrator), getting into fights, stealing, or engaging in risky sexual behaviors or date rape. Many of these behaviors can be potentially lethal.

Poor health: You can suffer from many physical health consequences, including hangovers, nausea, injury, negative effects on your immune system, and risk of overdose or death. You may also experience poor mental health, decreased cognitive performance, short-term memory loss, addiction, or increased risk of suicide.

Social consequences: You can lose friendships and important relationships due to substance use. You may be more socially isolated if you spend much of your time using alcohol or drugs. *What Are Colleges Doing About Drug & Alcohol Abuse?* Many colleges and government institutions are taking action to help prevent or manage substance abuse and drug addiction in students. For example, the Collegiate Recovery Programs (CRPs) or Collegiate Recovery Communities (CRCs) are college-based programs designed to help promote recovery in students through drug- and alcohol-free opportunities to socialize, substance-free housing, crisis support, and more. The NIAAA collaborated with college alcohol researchers and staff to develop the College Alcohol Intervention Matrix (College AIM), which is a comprehensive and easy to-use booklet and website that help colleges identify specific individualized interventions and both prevent and deal with alcohol abuse on campus. These interventions can include education and awareness programs, cognitive-behavioral skills educations, motivational approaches, and

behavioral interventions offered by healthcare professionals. Research has shown that other initiatives can also meet the needs of college students struggling with addiction. These include offering campus-based 12-step or other support meetings such as Students for Recovery, offering substance abuse counselling by trained professionals, providing campus education to reduce the stigma of accessing help, scheduling classes on Fridays to reduce alcohol-related partying on Thursdays, monitoring fraternities and sororities, and having longer opening hours for recreational facilities and libraries. Signs to Look Out for and How to Talk About Treatment Some of the signs of substance abuse in college students can include:

- Skipping classes, declining academic performance, dropping out, or recent disciplinary action.
- Poor personal appearance.
- Avoiding friends or family.
- No longer participating in activities they once enjoyed.
- Lying about drug or alcohol use.
- Spending a lot of time using and recovering from the effects of drugs or drinking.
- Needing to drink or use drugs to relax or have a good time.
- Mood changes, such as being depressed, irritable, or angry.
- Physical or mental problems, like bloodshot eyes, poor concentration, or memory issues.
- Withdrawal symptoms (like headaches, cravings, or depression).
- Continuing substance uses despite the negative consequences.
- Legal troubles, like arrests, accidents, or DWIs.
- Using substances in hazardous situations (like while driving).
- Risky behavior while high or drunk, like starting fights or having unprotected sex.

Talking to someone about their substance use may not be easy, especially if they don't think they have a problem. You can't force someone to get help, but you can show your concern. You may wish to talk to someone you trust about the problem (such as a professor or counselor) so you can practice the conversation. You can also make a list of resources where they can seek help (like campus counseling centers or off-campus rehabs).

Suggestions: Alcohol and drug abuse remain major issues on college campuses, posing serious health and academic risks to students. Traditional prevention and intervention strategies have been ineffective. To address this pressing issue, it is critical to investigate novel and solution-oriented approaches that can make a genuine difference. This study will delve into some novel and promising strategies for reducing alcohol and drug abuse on college campuses, with a focus on prevention, education, and support.

Programmes for Prevention

1. **Personalized Digital Interventions:** Traditional one-size-fits-all prevention programs frequently fall short of effectively reaching students. Personalized digital interventions can assess individual risk factors and deliver tailored educational content, feedback, and support using AI-driven platforms. These apps can provide real-time feedback and personalized strategies to assist students in making better decisions about alcohol and drug use.
2. **Norm-Based Messaging:** Shifting the emphasis away from scare tactics and towards norm-based messaging can be an effective strategy. According to research, students overestimate the prevalence of alcohol and drug use among their peers. Administering campaigns that provide accurate information about their peers' actual behavior can reduce perceived social pressure to engage in substance abuse.

Education Initiatives

1. **Incorporating Harm Reduction:** A paradigm shift towards harm reduction education can empower students to make safer choices if they choose to drink or use drugs. Colleges

can offer workshops on safer consumption habits, recognizing overdose symptoms, and dispensing naloxone, a life-saving opioid overdose reversal medication. This method lowers the risks associated with substance abuse.

2. **Implementing Mandatory Courses:** Making alcohol and drug education mandatory during freshman orientation can ensure that all students receive comprehensive information on the risks of substance abuse, available support services, and responsible decision-making. These types of courses can help to foster a culture of awareness and responsibility.

Support and Intervention

1. **Telehealth Counseling Services:** Students who are struggling with substance abuse must have access to mental health and addiction counselling. Telehealth services provide students with a convenient and confidential way to seek assistance. These services can connect students with trained professionals who can offer advice, support, and referrals to specialized treatment if necessary.
2. **Peer Support Networks:** Creating peer support networks or recovery communities on campus can give students in recovery or seeking help a sense of belonging and understanding. Peer mentors who have overcome their own substance abuse issues can offer their peers advice and encouragement.
3. **Restorative Justice Programs:** Instead of punitive measures, colleges can implement restorative justice programs aimed at repairing the damage caused by substance abuse incidents. These programs engage affected parties in a structured dialogue to address the consequences of their actions, thereby encouraging empathy and accountability.

To combat alcohol and drug abuse on college campuses, creative solutions that go beyond traditional approaches are required. A comprehensive strategy to reduce substance abuse and its associated harms can be created by combining personalized digital interventions, norm-based messaging, harm reduction education, mandatory courses, telehealth counselling services, peer support networks, and restorative justice programs. Colleges and universities must adapt to the changing landscape of substance abuse prevention and intervention. Educational institutions can create a safer and more supportive environment for their students by implementing these innovative solutions, ultimately improving their overall well-being and academic success. We can make significant strides in reducing alcohol and drug abuse on college campuses and fostering a culture of responsible decision-making and support if we work together and dedicate ourselves to these new approaches. The results of research on drug use and alcohol abuse on college campuses can differ based on the particular study and its research methods. Drug use is relatively high in the adolescent and effective group of the society, which requires particular attention and prompt and immediate intervention. Drug use is relatively high in the adolescent and effective group of the society, which requires particular attention and prompt and immediate intervention.

FINDINGS

Our PCL team had created a google form which contained a few questions related to the topic and we sent it and forwarded to many people who filled the form. Below are the questions and the options given to the people who filled the form.

How concerned are you about the impact of drug and alcohol abuse on the overall campus community?

- Very concerned
- Moderately concerned
- Not concerned

Have you ever attended a campus event or workshop focused on drug and alcohol prevention?

Yes
No
Not Applicable

Do you believe that the college should implement random drug testing for students?

Yes
No
Undecided

How effective do you think peer-led initiatives are in preventing drug and alcohol abuse?

Very effective
Moderately effective
Not effective

How would you rate your knowledge about the potential signs of drug or alcohol misuse that may indicate someone needs help?

Very knowledgeable
Somewhat knowledgeable
Not knowledgeable

Should there be specific support groups or counselling services tailored to the needs of international students regarding substance abuse?

Yes
No
Unsure

How well-informed do you feel about the consequences of drug and alcohol abuse, both legally and health-wise?

Well-informed
Somewhat informed
Not informed

Do you think the college should provide alternative recreational activities to reduce the appeal of drug and alcohol use?

Yes
No
Not sure

How confident are you in the effectiveness of current disciplinary actions for students involved in drug or alcohol-related incidents?

Very confident
Moderately confident
Not confident

In your opinion, how should the college balance privacy concerns with the need to address and prevent substance abuse?

Prioritize privacy
Balance both aspects
Prioritize prevention efforts

What initiatives or programs do you think the college should implement to prevent drug and alcohol abuse on campus?

Increased awareness campaigns
Mandatory educational workshops
Wellness teams

Should the college introduce a mentorship program to provide guidance and support for students dealing with substance abuse issues?

Yes
No

Undecided

How often do you think educational programs on substance abuse should be conducted on campus?

Bi-monthly
Semi-annually
As needed.
Other findings -

1. **Prevalence Rates:** Studies often present data regarding how prevalent drug use and alcohol abuse are among college students. These findings may reveal the percentage of students engaging in these behaviors over a specific period.
2. **Risk Factors:** Research may identify factors that increase the likelihood of drug use and alcohol abuse on campuses, such as demographic characteristics, peer influences, or stress levels.
3. **Consequences:** Studies may uncover the negative outcomes associated with substance abuse, including academic performance issues, health problems, legal ramifications, and social repercussions.
4. **Usage Patterns:** Findings might illustrate the typical patterns of drug and alcohol consumption, including the most commonly used substances, frequency of use, and instances of binge drinking.
5. **Intervention and Prevention:** Some research may investigate how effective intervention and prevention programs implemented by colleges and universities are in addressing substance abuse issues.
6. **Demographics:** Studies might examine how drug and alcohol use varies among different groups of students on campus, such as by gender, age, or major.
7. **Impact on Mental Health:** Findings may shed light on the connection between substance use and mental health outcomes among college students.

It's worth noting that these findings can vary based on location, time frame, and the specific group of students being studied. Researchers employ various methods, including surveys, interviews, and data analysis, to collect these findings and contribute to a deeper understanding of substance abuse within the college campus context.

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