

Section 3:
Tobacco Prevention Curriculum
Infusion Strategies

TOBACCO PREVENTION CURRICULUM INFUSION STRATEGIES

Curriculum Infusion is the process of seamlessly fitting drug prevention content into courses that are regularly offered across the curriculum (1). Between 1993 and 1999 the Network for Dissemination of Curriculum Infusion based at Northeastern Illinois University was funded by the U.S. Department of Education to support the development of substance abuse prevention Curriculum Infusion programs in higher education on a national basis (1). The Network, or NDCI, continues to provide resource materials to enable college/university faculty members to integrate prevention content into classes across disciplines.

Curriculum Infusion is not a program that provides speakers on substance abuse for courses, nor is it a program where drug prevention staff or student peers speak in classes when faculty are absent (1). However useful these activities may be, they do not engage the faculty in the design and delivery of prevention content for their courses which are essential elements of Curriculum Infusion. Faculty designed prevention content may comprise a two or three week unit of a course, or the substance abuse prevention content may wind thematically through a course (1).

The BACCHUS Network is a university and community based network focusing on comprehensive health and safety initiatives (2). The organization hosts four websites to assist in prevention efforts. tobaccofreeU.org addresses complete information on tobacco control, prevention, and cessation (2). tobaccofreeU.org describes curriculum infusion as simply inserting health related information into already existing college courses while simultaneously meeting the course objectives (3).

In 1995, NDCI analyzed curriculum infusion programs selected for funding by the U.S. Department of Education between 1989 and 1993 (1). The purpose of the analysis was to identify factors that contributed to the success of exemplary programs (1). The following themes carry through each of the successful programs (1). It is important to be aware that, although the themes are present in each program, there is variation in the manner in which they applied to each campus (1).

Factors Contributing to Successful Curriculum Infusion Programs (1)

- In successful Curriculum Infusion programs, the lead role is assumed by a respected individual who knows the campus and has experience and contacts on both the student affairs and academic side.
- Leadership at the program level was energetic, resourceful, organized, and directed. Program leaders displayed effective human relations skills.
- Curriculum Infusion is viewed as an important strategy worth an investment in time and effort at the outset of the program.
- All programs offered some form of incentive with money being the most common but perhaps not the most significant.
- There was significant involvement of faculty in each program.
- The process of training and participating was important in developing and sustaining the program.
- Effective Curriculum Infusion programs have resulted in positive evaluations.

Here is a list of ideas on how tobacco issues can be incorporated into college courses (3):

- Art: How nicotine relates to creativity and withdrawal.
- Biology: Recent research on nicotine and genetics.
- Business: Smokers and the costs of productivity to national and small business. The right to hire non-smokers because of health care costs. Ethical implications of the tobacco industry.
- Economics: The cost to the world community from tobacco use.
- Education: Smoking prevention approaches and strategies for youth.
- Engineering: Ventilation systems and second-hand smoke.
- English: Essays related to tobacco and smoking addiction in families.
- Fashion: How cigarettes are marketed as fashion accessories. Women smoking and attractiveness issues.
- History: Impact of tobacco on society over time. Family members who died from tobacco use.
- Marketing: Advertising approaches and ethics.
- Mass Communications: Tobacco money and its impact on mass media.
- Political Science: Recent legislation, the Master Settlement and issues related to policies and society.
- Psychology: Addiction and behavioral reinforcements related to nicotine.
- Public Speaking: Debate or speeches on any tobacco-related subjects.
- Social Work: Tobacco use as a marker of high-risk behavior; the link between tobacco use and mental illness.
- Sociology: Misperceptions and norms about tobacco use.
- Theater/Film: The ethics of product placement in movies.
- Women's Studies: The tobacco industry's targeting of women. Thinness, attractiveness issues and smoking.

Other college course examples include:

- Journalism
- Nursing
- Pharmacy
- Law
- Dentistry
- Health

COLORADO STATE UNIVERSITY

The NDCI provides an appropriate case study example of a university that has implemented curriculum infusion with success (1). Situated in Fort Collins, Colorado, Colorado State is a residential campus with 20,000 undergraduate and graduate students. Curriculum Infusion at Colorado State was characterized by the program coordinator's dual role of encouraging faculty to develop prevention content for their own courses and functioning as a co-presenter and presenter in classes where she designed prevention content to fit the course. Colorado State demonstrates ways in which in-class learning can relate to campus wide awareness campaigns sponsored by student affairs: for example, alcohol awareness posters created as an assignment by graphic arts students were viewed and voted on by more than 1,200 Colorado State students who chose the alcohol awareness poster for the campus.

Scope of the Program—Curriculum Infusion at Colorado State has involved 41 faculty teaching 22 courses covering 35 sections. Prevention content is integrated into courses in 19 departments across five divisions of the university: Agriculture, Business, Natural Sciences, Forestry and Liberal Arts. More than 2,900 students are reached in an academic year. The prevention coordinator indicated that all of the faculty who initiated substance abuse prevention through Curriculum Infusion are continuing to integrate prevention content into their courses.

Role of the Program Coordinator—The program coordinator's role was critical in recruiting faculty and as a frequent presenter or co-presenter of the prevention content of courses. She is also a resource for faculty involved in Curriculum Infusion. She co-presents parts of a freshman and senior seminar to students in the Animal Biology Program, is the principal presenter in the professional issued course required of students in the Graduate Veterinary Medicine Program and is the presenter on substance abuse issues related to business in a management course.

Faculty Recruitment/Incentives—The formal basis for recruitment was bringing faculty to a two-day baseline training in substance abuse prevention and intervention in return for a \$125.00 gift certificate. The 40 faculty who attended the baseline training were asked to integrate substance abuse prevention content into their classes. The program coordinator's ongoing relationship with faculty was a key incentive for faculty participation. She had spoken/participated in their classes and been the person to whom the made substance abuse referrals.

Faculty/Administrative Perspectives—Faculty indicate they became involved because of the positive personal relationship with the program coordinator and her effectiveness in the classroom. They also participated because prevention content strengthened their courses, because of concern for student welfare, and because of their personal histories including involvement with recovering students.

LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

The NDCI provides a thorough case study example of a university that has implemented curriculum infusion with success (1). Lac Courte Oreilles Ojibwa (LCOO) Community College is a small (479 students) institution located on an Indian reservation near Hayward, Wisconsin. Substance abuse is a devastating problem in the community, and prevention is a priority of the administrators and faculty. The college President affirmed the college's commitment to prevention efforts when he met the NDCI site visit team. There is a close working relationship between student affairs and the academic side of the university.

Scope of the Program—At the time of the site visit all of the faculty were incorporating some prevention information into their courses. The expectation is that all faculty will dedicate at least three class hours over the term to prevention content in each course.

Role of The Program Coordinator—Although the program coordinator had a major responsibility for writing and implementing the FIPSE grant, it was a community project. Members of the college staff, tribal representatives, students and members of the neighboring community were involved in the planning from the very beginning. There has been a great deal of networking. Representatives from various constituencies were asked to help in a variety of ways (for example, radio stations made public service announcements about prevention activities). Two staff people were hired to implement the grant. Although these positions ended when the grant period was over, their functions were institutionalized.

Faculty Recruitment/ Incentives—In some respects, recruitment and incentives are not an issue for this college. All faculty are expected to participate in the Curriculum Infusion program as part of their job. LCOO is a small campus and financial resources are tight. However, as prevention strategies and activities were devised, faculty and staff and their families were invited to participate along with the students. Social gatherings were also a means to involve faculty and staff and support their involvement in the prevention effort.

Faculty Training—The official training consisted of a half-day during which experts presented material on substance abuse. The Dean of Student Services provides additional resource materials to the faculty and staff.

Faculty/Administrative Perspectives—The faculty and staff appeared to the site visit team to have a deep commitment to the students and college. There is a high level of energy apparent at the college. Perhaps because the staff is small and the resources limited, there appears to be a collective sense that we are all in this together and must do the best for our students, including helping to prevent substance abuse.

SHENANDOAH UNIVERSITY

The NDCI provides a cooperative case study example of a university that has implemented curriculum infusion with success (1). Curriculum Infusion at Shenandoah is distinguished by the patience of program managers in allowing time for the program to evolve and by the personal one on one method of carrying out faculty training/development. Shenandoah's program was also distinguished by some exceptionally creative approaches to Curriculum Infusion. For example, students in a dance class wrote poems on their experience with alcohol and other drugs. They then choreographed the poetry and danced to their poetry/choreography before the Shenandoah student body.

Scope of the Program—At the time of the site visit, 26 Shenandoah faculty were integrating prevention content into 30 courses across the curriculum. Additional faculty were still being added to the Curriculum Infusion group. Infused areas include biology, anatomy and physiology, business, management, psychology, philosophy, occupational therapy, education, and dance.

Role of the Program Coordinator—The program coordinator and the project director worked actively to recruit faculty, involve them, and where needed, assist them in integrating prevention content into their courses. While the majority of faculty have designed and taught the prevention content, in a number of cases grant managers were involved in the design and/or delivery of the prevention content. Overall, 21 of 30 courses where prevention content was integrated were done without assistance from the program coordinator or director who were involved in varying degrees in the other nine courses.

Faculty Recruitment/Incentives—Memos were sent to faculty describing ways they could integrate prevention into courses and indicating that a \$500 incentive was available to faculty who completed module write-ups following a general set of guidelines. These memos were followed up personally by the program managers. The successes of early involved faculty were publicized to the campus, encouraging other faculty to integrate prevention content into their courses.

Faculty Training—There was no formal faculty training at Shenandoah. The program coordinator and program director met individually with faculty and discussed ways that faculty could integrate prevention into their courses. They also provided resource materials to faculty.

Faculty/Administrative Perspectives—Faculty indicated that they became involved for a number of reasons:

- the influence of the project managers
- the \$500 dollar incentive
- personal experience with substance abuse
- the opportunities Curriculum Infusion offered to strengthen courses
- to help students

Faculty told the NDCI site visit team that they are continuing to integrate prevention content into their courses because of positive student response, the prevention content strengthened their courses making them more interesting to teach and because Curriculum Infusion helps students.

Administrators at Shenandoah were very enthusiastic about Curriculum Infusion. There had not been a history of cooperative work between student affairs and academic affairs at the university. According to the Vice President for Student Affairs who praised the enthusiastic work of Shenandoah faculty involved in Curriculum Infusion, the program was a "real breakthrough."

References

1. Northeastern Illinois University. Network for the Dissemination of Curriculum Infusion. Available at: www.neiu.edu/~cinfusi/. Accessed January 2009.
2. BACCHUS Network. *Mission Statement*. Available at: www.bacchusnetwork.org/mission.asp. Accessed online March 2009.
3. BACCHUS Network. *Curriculum infusion*. Available at tobaccofreeU.org. Accessed online March 2009.