

# Floaties Post-Training Assessment 2014-2015



**Name of Assessment Project:** Floaties Post-Training Assessment 2014-2015

**Name(s) of Person(s) Responsible for Assessment Project:** Director of Health Education (Deborah Pino-Saballett)

Assistant Director of Health Education (Maria Fish)

**Email Address:** mnfish@ucsd.edu

**Phone Number:** 858-822-5382

**Other Contacts:** Student Health Services

**Providing Department:**

**Other**

**Units/Departments**

**Involved in**

**Assessment Project:**

**Program, Service, or**

**Event Related to**

**Assessment Project:**

Health Promotion Services (HPS), along with CARE at SARC, created a workshop entitled, "Floaties", based on bystander intervention and a harm-reduction approach. The training addressed the following: how to identify and respond to high risk alcohol and drug situations, the definition of a standard drink, how alcohol affects body types differently, protective behavioral strategies to use in planning for a safe time, how to be a responsible bystander, and the dangers and high rates of adulterated street drugs.

**Assessment Project**

**Description:**

The survey assessed participants' willingness and confidence to intervene in emergency and non-emergency situations, and to help in problem situations; participant satisfaction with the training itself; and whether the participants used any of the protective behavioral strategies after attending a Floaties training.

**Unit/Program**

**Specific Goals and**

**Learning Outcomes:**

Results from a health behavior survey conducted by Student Health & Well-being in 2014 showed that 30% of undergraduate students at UCSD reported having 5 or more drinks in one sitting; which is indicative of binge drinking. Goals of the Health Promotion Services department include reducing high risk alcohol consumption and drug use and the associated negative consequences by teaching students protective behavioral strategies; increasing students' awareness, skills, and actions to party safely; and increasing students' confidence to intervene in emergency situations.

In the 2014-2015 academic year, Health Promotion Services targeted 13 groups of student leaders such as AS Senate, RAs/HAs, and Greek Life, hoping that they would model what they learned in the training and teach their peers protective behavioral strategies.

Overarching goals for the Floaties training include:

- Increase the number of students across campus who have completed a Floaties Training
- Increase participants' knowledge of protective behavioral strategies to plan for a safe and fun time
- Increase participants' confidence to intervene in emergency and non-emergency situations, and to look out for their own safety and the safety of their peers

**Relationship to Student Affairs**

Advance a Plan for Personal, Academic, and Professional Success, Engage in a Healthy Lifestyle

**Learning Outcomes:**

**Assessment Project**

**Start:**

1/5/2015

**Assessment Project**

**End:**

5/26/2015

**Population/Sample:**

A total of 486 students attended 19 trainings. Students were asked to add their name and email address on a sign-in sheet. The survey was created on Campus Labs, and was sent to 350 legible email addresses. Of this sample, 80 completed the questionnaire, which is indicative of a 23% response rate.

**Type of Assessment:**

Student learning outcomes and/or behavioral outcomes, Tracking usage , Satisfaction study

**Other Assessment**

**Type(s):**

**Assessment Methods:**

Surveys

**Other Assessment**

**Method(s):**

**Data Collection Tools:**

The self-assessment online survey was hosted on Campus Labs.

**Data Analysis**

**Methods:**

Quantitative data were assessed using Campus Labs baseline analytics.

**How Your Results**

**Will Be Presented:**

Survey results were presented to the Vice Chancellor of Student Affairs, Juan Gonzalez; Executive Direct of Student Health & Well-being, Karen Calfas; Sun God Festival Task Force; and the Alcohol, Drugs Issues & Trends Committee.

**Progress:** 100%

**Link Assessment**

Please see report uploaded as PDF under "Supplemental Information".

**Project in Campus**

**Labs Baseline :**

**Name**

**Source**

No items to display.

**Summary of Findings:**

Please see attached report.

Floaties Post-Training Assessment Report

**Impact of Assessment:** Health Promotion Services was happy to learn that 70% of respondents reported that they implemented strategies to look out for their own safety and well-being as well as the safety and well-being of their peers after attending a Floaties training. This demonstrates the importance of this training in teaching students protective behavioral strategies.

When asked to list some of the main points participants took away from the training, the following trends were reported:

- The **definition** of a **standard drink**
- **How long it really takes** for **BAC** to return to **0.0**
- How to **recognize** and **intervene** in **problem situations**
- The **reality** that "**Molly**" is often **not pure MDMA**
- **Alcohol's affect** on different **body types**
- To **look out for your friends** when going out

**Lessons Learned:** During the activities and discussion portion of the Floaties training, it was apparent that students were not aware of how long it takes for their BAC (Blood Alcohol Concentration) to reach 0.0 (% by volume) after drinking alcohol. HPS staff will meet over the summer to brainstorm ideas of incorporating new skill-building activities to teach this important information at tabling events such as Bear Garden, Triton Fest, and the Good Life Festival, in an effort to reach more students.

**Supplemental Information:** Attached are the results of the Floaties Post-Training Assessment from Campus Labs.  
 Floaties Post-Training Assessment.Campus Labs

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