




**Youth and College Gambling:
New Direction, New Discoveries**

**Thursday, October 22, 2009
2 – 3 p.m., EDT**


Presented By:
The National Center for Responsible Gaming and Global Gaming Expo

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Welcome and Introductions




Introductory Remarks
Glenn Christenson
Chairman
National Center for Responsible Gaming




Moderator
Christine Reilly
Executive Director
Institute for Research on Gambling Disorders


Today's Presenters



Randy Stinchfield, Ph.D.
Associate Director of the Center for Adolescent Substance Abuse Research and Assistant Professor of Psychiatry
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Stacy Andes, M.A., A.B.D.
Director of Health Promotion
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POLLING QUESTION

How would you rate your expertise on the topic of gambling disorders?

A. 1 (Low)
B. 2
C. 3
D. 4 (High)

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Overview and Trends of Youth Gambling

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Overview

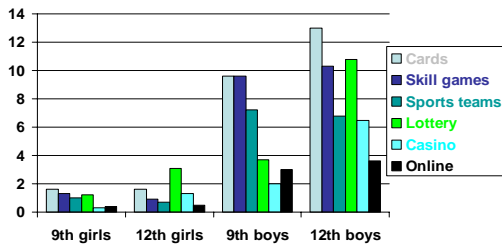
- Most youth have gambled in the past year but most do not experience adverse consequences
- A small proportion are excessively involved in experience adverse consequences
- More boys gamble than girls
- Older youth gamble more than younger youth
- Gambling is a rite of passage for many youth who visit a casino on their 18th birthday, the legal age for gambling at tribal casinos in Minnesota
- Youth is a time of experimenting with adult behavior
- Young adulthood is a time when gambling peaks for many youth

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Youth Gambling a Concern

- With the rapid expansion of gambling have also come concerns about youth gambling and youth problem gambling
- Underage gambling is a particular concern since it is illegal and may put youth at risk for problem gambling
- Concerns about time and money spent gambling and of the risk of addiction
- Public health officials, policy makers, teachers, and parents want to know the extent of youth gambling and problem gambling and what can be done to prevent it

Comparison of Frequent Gambling by Gender and Grade (2007 Data)



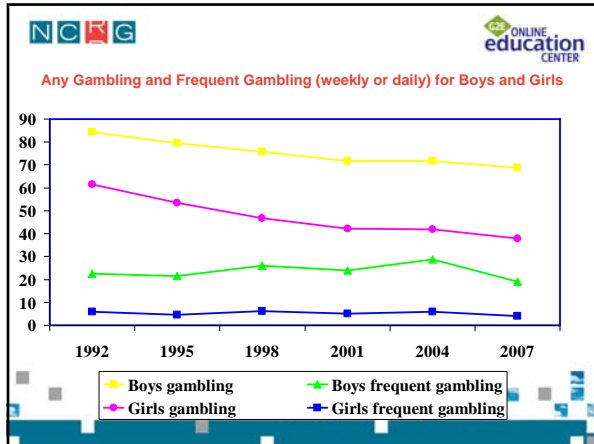
Compare Trends from 1992 to 2007

One of the most important questions for public health officials is that with the growth of the gambling industry, whether youth gambling is increasing

- This question needs to be addressed in terms of:

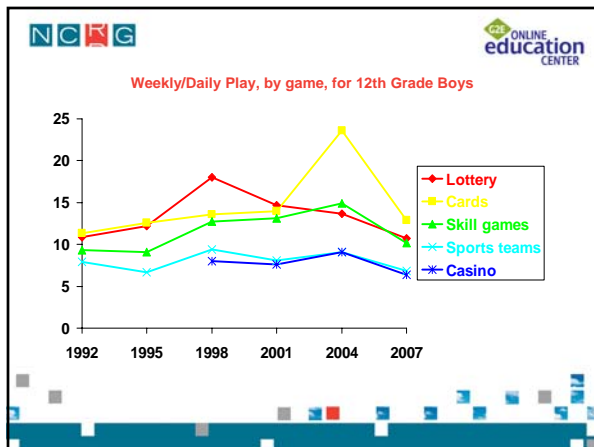
Are *more* youth gambling?

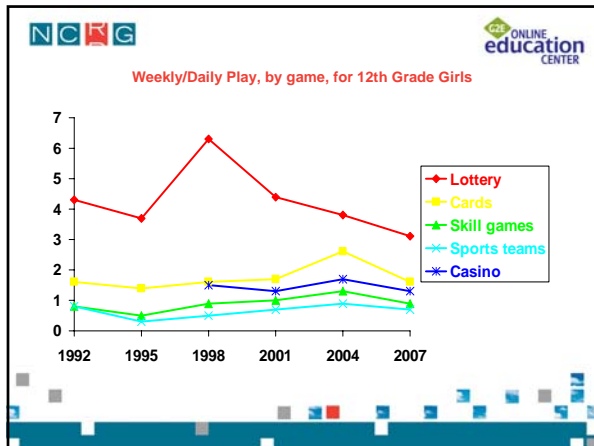
Are more youth gambling *frequently*?

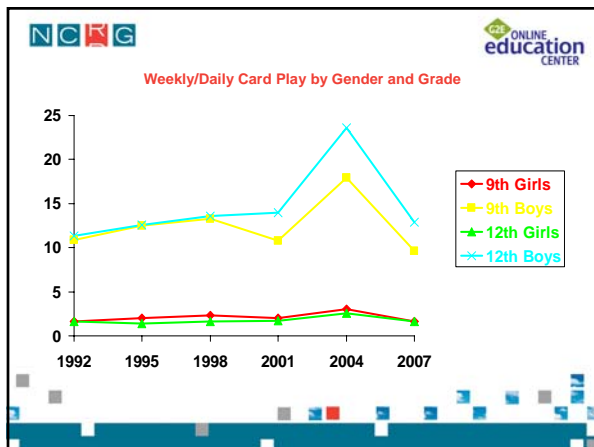


POLLING QUESTION:
Why are fewer youth gambling?

- A. The novelty of gambling has worn off
- B. Public backlash to the growth of the gambling industry/anti-gambling public sentiment
- C. Prevention efforts have been effective
- D. Youth are spending their time and money on other things, such as the Internet (social networking, chat rooms, games, porn), iPods, cell phones, video games, etc.

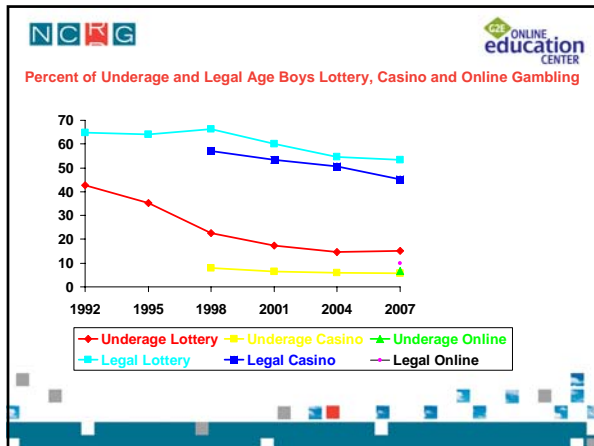


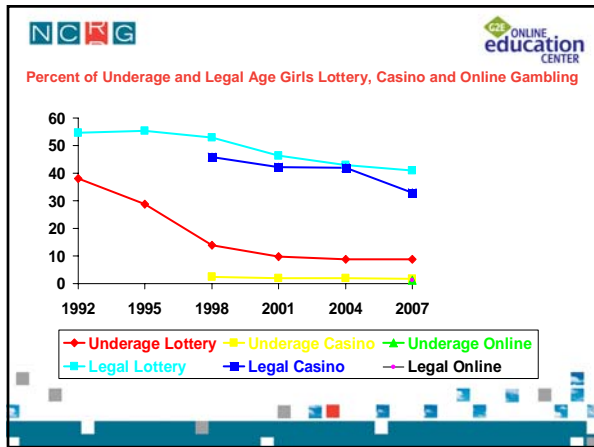




Changes from 1992 to 2007



- The percentage of 12th grade boys playing cards frequently, more than doubled from 1992 (11%) to 2004 (24%) and most of that increase took place between 2001 and 2004 and the rate in 2007 returned to 2001 level
- 9th and 12th grade girls also showed an increase in frequent card playing from 2001 to 2004, but it was slight, compared to that of boys
- This data bears out the popularity of poker in the general culture, however, this appears to have been a short-lived popularity because card playing declined in 2007
- Again, this data does not provide evidence of a youth gambling "epidemic", in fact, it is quite the opposite






Underage Gambling



- Underage play of the lottery showed a large decline from 1992 to 2007 for both boys and girls
- Underage gambling at casinos also decreased, but was a more gradual decline
- Online gambling was added to the 2007 MSS and the rate of underage online gambling is similar to the rate of underage casino gambling in 2007
- While many legal age (18 years old) boys and girls have played the lottery and gambled in a casino, these activities have also shown declines from 1992 to 2007

Recommendations

- Develop and evaluate youth gambling awareness and prevention programs
- Youth gamble, so we need to teach them that if they choose to gamble, they need to follow guidelines about time and money in order to avoid negative consequences of gambling and also about the warning signs of developing problem gambling
- Some youth may only need information to assist them in making informed and healthy decisions about gambling
- Some youth who are already over-involved in gambling will require more intensive prevention and intervention efforts



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A Call to Action Addressing College Gambling: Recommendations for Science-based Policies and Programs

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Villanova University

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The Harvard College Alcohol and Gambling Study

42% of College Students Gambled During the Past Year

By gambling activity:

- Lottery/numbers.....24.7%
- Casino gambling.....20.4%
- Cards, dice or game of chance.....12.0%
- Professional sports gambling.....11.4%
- College sports gambling.....9.1%
- Horse/dog races.....4.5%
- Internet gambling.....2.6%

LaBrie et al., 2003

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Correlates of College Student Gambling

- Compared to students without gambling problems, students with gambling problems are more likely to:
 - Use tobacco
 - Use alcohol, drink heavily or binge drink, and get drunk
 - Use marijuana or other illegal drugs
 - Drive under the influence
- Compared to their non-gambling counterparts, students who had gambled in the past year had higher rates of:
 - Binge drinking
 - Marijuana use
 - Cigarette use
 - Illicit drug use
 - Unsafe sex after drinking

LaBrie et al., 2003

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Prevalence of College Alcohol or Gambling Policies in U.S. Colleges and Universities

- Alcohol: 100%
- Gambling: 22%

Lack of college policies on gambling and recovery signify missed opportunities to:


- Inform students about the risks of excessive gambling
- Provide recovery-oriented measures designed to support student persistence

Shaffer et al., 2005




Call to Action
Addressing College Gambling: Recommendations for Science-based Policies and Programs





Ten Recommendations

- **Focused on three major areas**
 - Core prohibitions and restrictions on gambling
 - Policies and programs designed to recognize gambling as a mental health disorder and foster recovery from gambling and other addictions
 - Gambling at special events
- **Report available for download at www.ncrg.org**
 - Today's presentation will focus on recommendations # 4 and #9






Recommendation # 4
Promote campus-community collaborations that focus on reducing problems with student drinking and gambling.

- **Develop relationships with local gambling operators to:**
 - encourage restrictions on advertising to students
 - ensure that laws on underage gambling and drinking are enforced

Model: A Matter of Degree

- Robert Wood Johnson Foundation initiative focused on reducing binge drinking and related harms among college students by changing campus and community environments
- Targeted easy accessibility, low price, and heavy marketing of alcohol promotions.
- Weitzman et al reported modest but statistically significant declines in alcohol consumption and problems at AMOD program sites that implemented the highest number of interventions.
- Visit Web site for more information:
www.hsph.harvard.edu/amod/






AMOD at Lehigh University

The Environmental Approach

Build a campus community coalition to address:







- Access and availability
- Advertising and promotion
- Price
- Policy education and enforcement
- Social environment

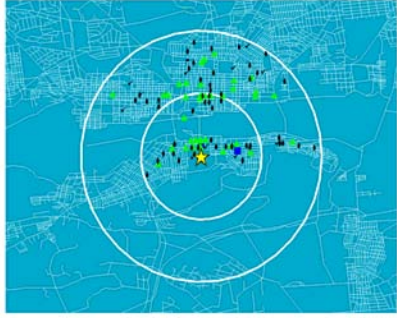



Bethlehem, PA

On Site vs. Off Site Venues (n=40)

Legend

-  Lehigh
-  Off site venues
-  On and off site
-  School - college
-  School - other
-  Places of worship



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Campus Community Coalition

- City of Bethlehem- mayor, police commissioners, councilwoman
- South side task force
- Neighbors
- University staff
- Students

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Project IMPACT Overview

Fostering a healthier, safer living and learning environment by reducing the frequency of alcohol abuse and its attendant consequences.



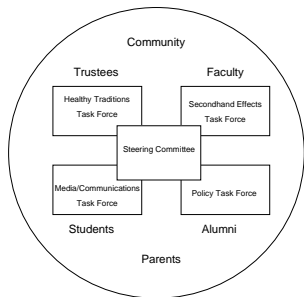
Program – Engages students, produces visible outcomes, generates momentum

Policy – Sets expectations, promotes responsibility and accountability, shapes environment

Promotion – Provides understanding of issues, reinforces objectives, invites participation, connects with multiple audiences

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Coalition Structure



The diagram shows a central **Steering Committee** box. It is connected to four task force boxes: **Healthy Traditions Task Force** (top-left), **Secondhand Effects Task Force** (top-right), **Media/Communications Task Force** (bottom-left), and **Policy Task Force** (bottom-right). The entire structure is surrounded by stakeholder groups: **Trustees** and **Faculty** at the top, **Community** at the top edge, **Students** and **Alumni** at the bottom, and **Parents** at the bottom edge.



View of Project IMPACT Over Time



First Day

Last Day

To sustain Project IMPACT's goal of creating a cultural transformation, our strategic plan is to have our efforts "absorbed" by the University.





Early Interventions

- Provision and promotion of social programs without alcohol
- Collaboration between community and campus police departments
- Substance free housing
- LehighLive web site





Community Interventions

- Responsible Alcohol Management Program (RAMP) training
- Community Policing
- Birthday List
- Community Liaison
- Landlord Ordinance
- Extra Patrols During Peak Party Times



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Policy Interventions

- Parental Notification
- Second Serious Violation
- Social Host Regulations

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Sands Casino



- LU South Bethlehem Development Study
- Advertisement
- Slots to Tables by April 2010

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Recommendation # 9


Employ evidence-based strategies to identify and help students with gambling and alcohol problems.



- Research base on interventions for gambling problems among college students limited
- Employ strategies effective with alcohol and other risky behaviors in this population

Strategies for Identifying and Helping Students with Gambling Problems

- Social Norms
- Motivational enhancement combined with personalized feedback
- The Brief Alcohol Screening and Intervention for College Students (BASICS)









Social Norms

- College students' choices regarding alcohol-use are often strongly influenced by the degree to which they think their peers drink, which they often overestimate.
- Social marketing versus social norms marketing
- Messages are based on campus-specific data on a variety of drinking measures, such as drinking rates, the use of protective behaviors, or alcohol-related negative consequences.

DeJong et al. (2006), Turner et al. (2008), Perkins & Craig (2003 & 2006)









Motivational Enhancement Combined with Personal Feedback

- Firmly rooted in transtheoretical model of change and moving a student from one distinct stage of readiness to another
- Brief, 3-5 sessions based on four principles:
 - Express empathy
 - Develop discrepancy
 - Roll with resistance
 - Support self-efficacy

(Miller, Zweben, DiClemente, and Rychtarik, 1995; Project MATCH Research Group, 1997; Project MATCH Research Group, 1998)









Brief Alcohol Screening and Intervention for College Students (BASICS)

- One of the leading programs administered at colleges and universities to students demonstrating problems with alcohol use
- Typically consists of two, one-on-one, 50-minute sessions with a trained professional counselor
- Research shows that the face-to-face model with high-risk drinkers have both short-term and long-term outcomes for reductions in drinking-related consequences. These outcomes have persisted for months or even years.

(Baer et al., 2001; Borsari & Carey, 2000; Murphy et al., 2001)









BASICS: First Session

- Counselor gathers information about a student's personal alcohol consumption, family history, normative perceptions, and personal beliefs about alcohol

BASICS: Second Session


- Provides personalized feedback on student's drinking behaviors compared to that of his/her peers
- Provides information on alcohol-related problems, risk factors and blood alcohol concentration
- Uses multiple approaches, such as motivational enhancement and harm reduction to encourage student to change his/her drinking-related behaviors










Twist on BASICS

- Mandated BASICS programs for alcohol and other drug violations, Greek membership, and athletes
- First year screening & referrals
- Small group sessions with high-risk populations
- Peer-led interventions
- Soft referral programs
- Integration with campus health intake processes



 **Questions and Answers**



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- Randy Stinchfield, Ph.D.
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