

# The Basics on BASICS: An Effective Brief Intervention With College Students

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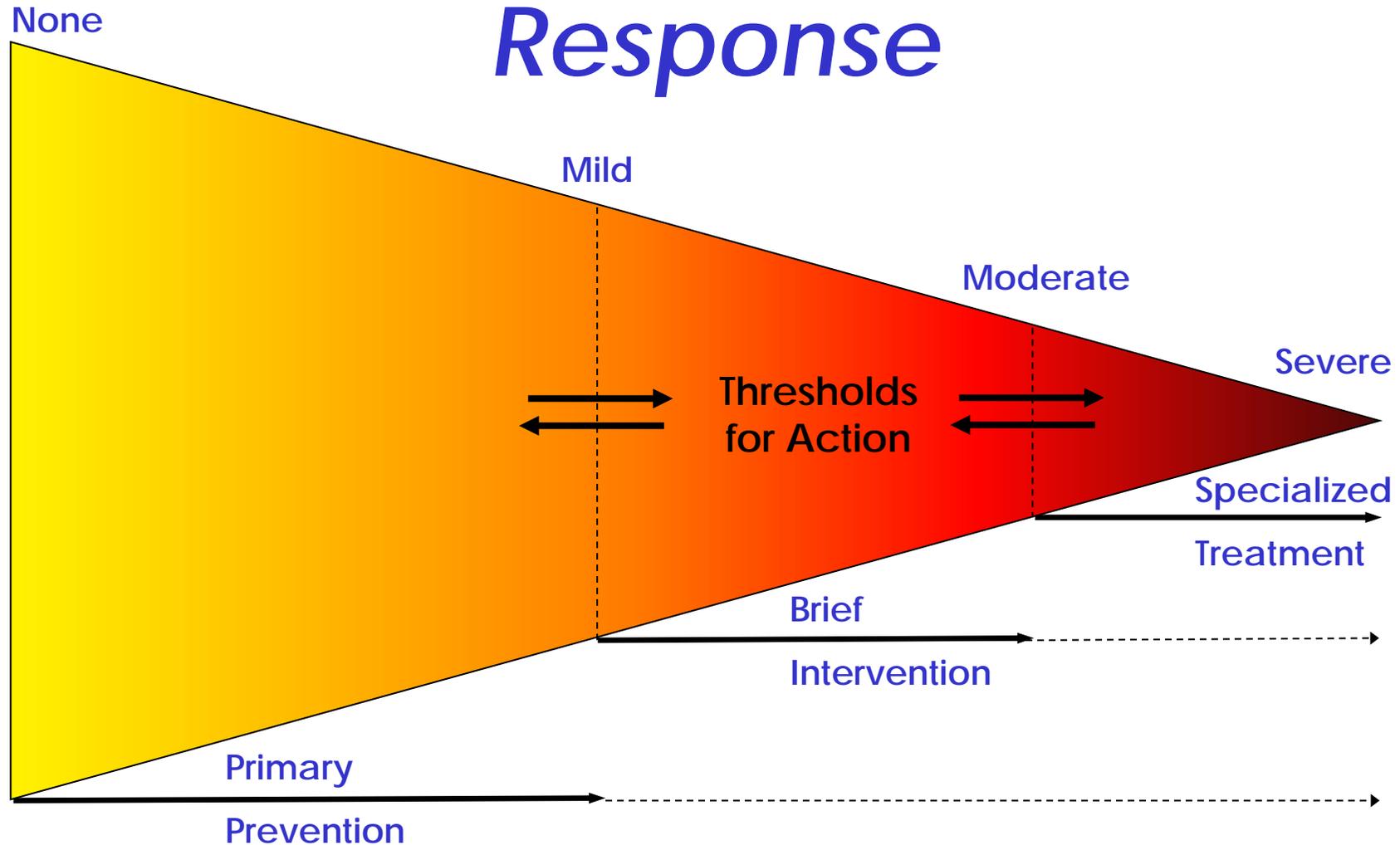
# Points for Consideration

- *College student drinking*
- Studies evaluating “traditional” interventions
- Goals of interventions with college students
- Theories informing brief interventions
  - Stages of change model
  - Motivational interviewing
- Putting it all together: The components of BASICS
- Implications for the college campus

# *What does research show about college student drinking?*

- Up to ninety percent of college students drink alcohol
- Twenty-five to fifty percent are “heavy episodic” or “binge” drinkers
- Students who abuse alcohol are at high risk for a number of negative consequences

# *Spectrum of Intervention Response*





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## *A focus on reducing risks*

- The ultimate goal of the intervention *is* abstinence – this is clearly the best way to reduce and eliminate negative consequences.
- However, in the intervention, it is acknowledged that *any steps toward reduced risk are steps in the right direction*

# *How are these principles implemented in an intervention with college students?*

- Legal issues are stressed – if you are under the age of 21, it is illegal to drink.
- For those who want to abstain, appropriate skills and strategies are reviewed.
- However, if one makes the choice to drink, skills are described on ways to do so in a less dangerous and less risky way.
- A clinician or program provider must elicit personally relevant reasons for changing.
  - This is done using the Stages of Change model and Motivational Interviewing.



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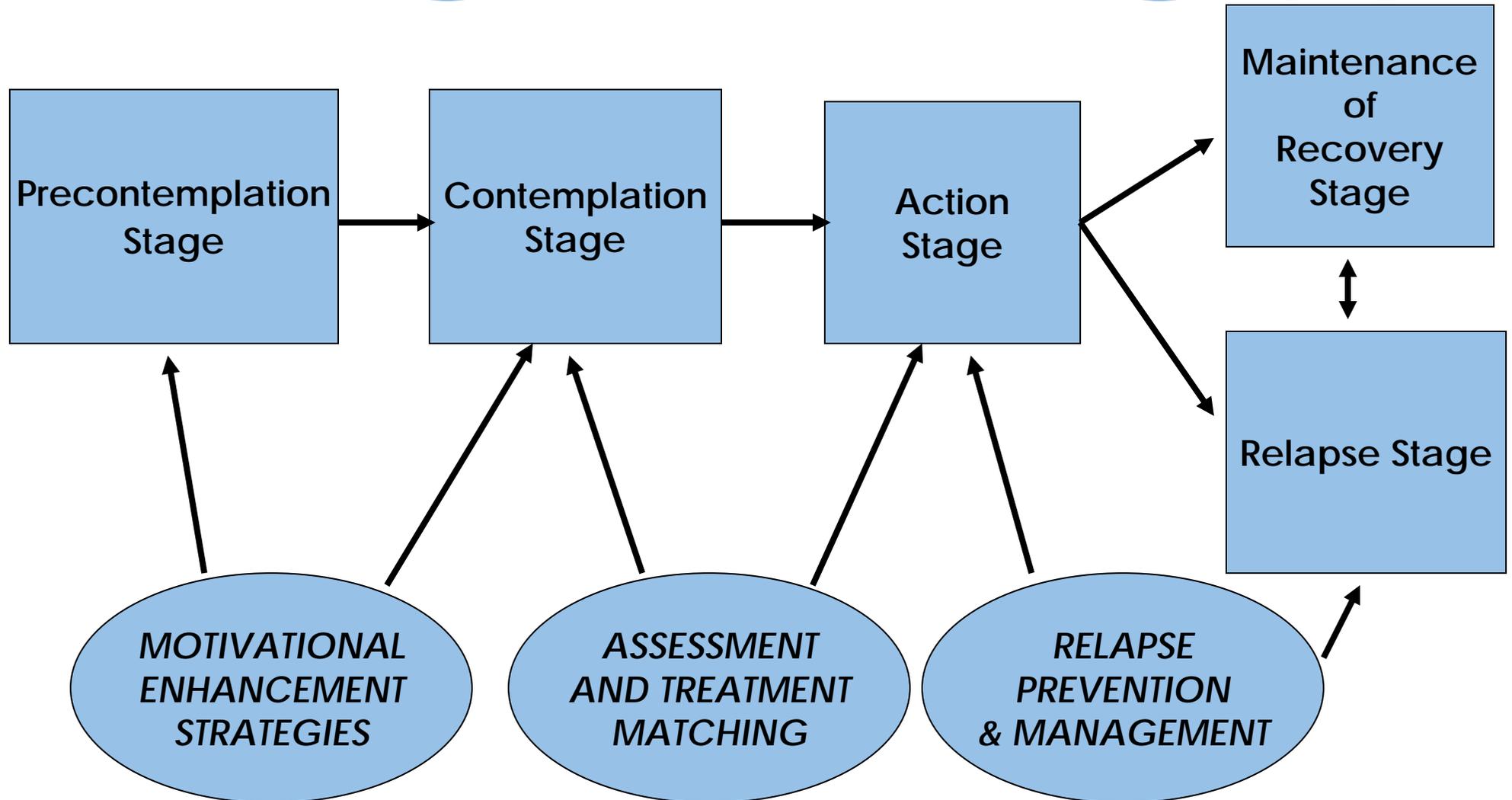
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# The Stages of Change Model

(Prochaska & DiClemente, 1982, 1984, 1985, 1986)

- Precontemplation
- Contemplation
- Preparation/Determination
- Action
- Maintenance

# Stages of Change in Substance Abuse and Dependence: Intervention Strategies





# Motivational Interviewing

## *Basic Principles*

(Miller and Rollnick, 1991, 2002)

1. **Express Empathy**
2. **Develop Discrepancy**
3. **Roll with Resistance**
4. **Support Self-Efficacy**

# OARS: Building Blocks for a Foundation

- Ask **O**pen-Ended Questions
  - Cannot be answered with yes or no
  - Provider does not know where answer will lead
    - “What do you make of this?”
    - “Where do you want to go with this now?”
    - “What thoughts do you have about what you might want to do about this?”
    - “What ideas do you have about things that might work for you?”

# OARS: Building Blocks for a Foundation

- **A**ffirm

- Takes skill to find positives
- Should be offered only when sincere
- Has to do with characteristics/strengths
  - “It is important for you to be a good student”
  - “You’re the kind of person that sticks to your word”

# OARS: Building Blocks for a Foundation



- Listen **R**eflectively
  - Effortful process: Involves Hypothesis Testing
  - Can be used strategically (amplify meaning or evaluation or contrast)

# OARS: Building Blocks for a Foundation



- Summarize
  - Periodically through sessions
  - Demonstrates to client you are listening
  - Provides opportunity for shifting

# Building Blocks for a Foundation

Strategic goal:

- Elicit Self-Motivational Statements
  - “Change talk”
  - Self motivational statements indicate client concern or recognition of need for change
  - Arrange the conversation so that *client* makes arguments for change

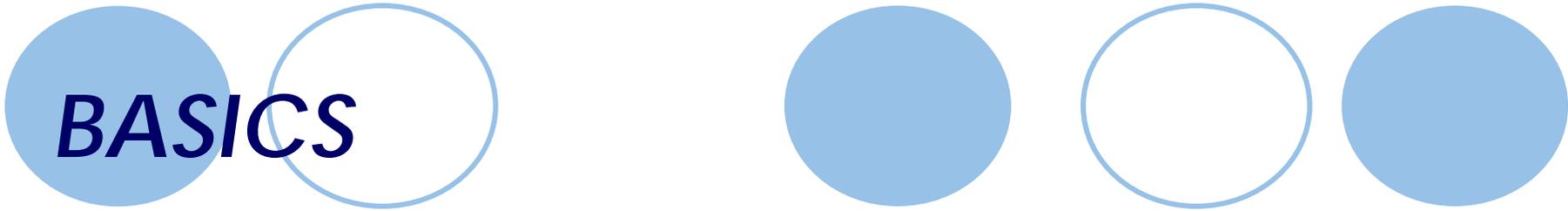


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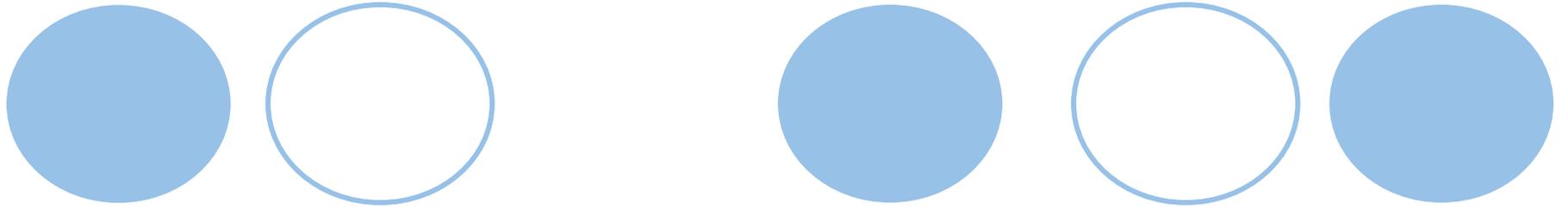
# Brief Alcohol Screening and Intervention for College Students (BASICS)

- A non-confrontational, harm reduction approach that helps students reduce their alcohol consumption and decrease the behavioral and health risks associated with heavy drinking.



# ***BASICS***

- **BASICS is individually focused and involves the delivery of personalized feedback**
  - **Alcohol content and the skills-training information is introduced throughout the intervention when relevant, applicable, or of interest to the participant**



**Introducing you to the  
intervention...**

The title "The Basics on BASICS" is centered at the top. It is flanked by four blue circles: a solid blue circle on the far left, a blue circle with a white outline on the far right, and two blue circles with white outlines positioned between the words "Basics" and "on".

# The Basics on BASICS

Brief Alcohol Screening and Intervention For College Students

- Assessment
- Self-Monitoring
- Feedback Sheet
- Review of Information and Skills  
Training Content

(Dimeff, Baer, Kivlahan, & Marlatt, 1999)

# What to assess? Some areas used for feedback include...

- Drinking Patterns

- Quantity/Frequency
- Daily Drinking Questionnaire
- BAL Estimates

- Drinking Problems

- RAPI
- YAAPST

- Drinking Norms

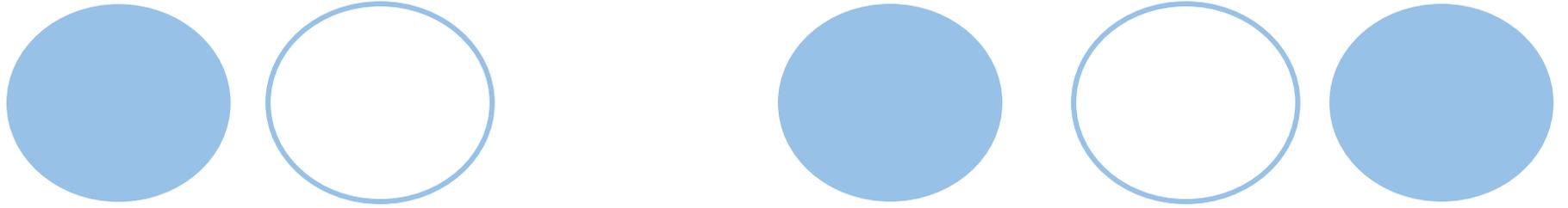
- Alcohol Outcome Expectancies

- Stages of Change

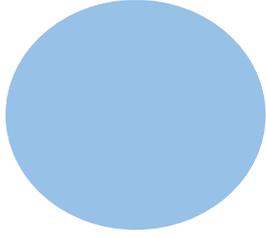


# Norms Clarification

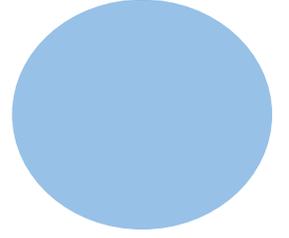
- Examines students' perceptions about:
  - Acceptability of excessive behavior
  - Perceptions about the rates of their peers
  - Perception about the prevalence of their peers



**Expectancies...**



**EXPECT**



**Alcohol**

**No Alcohol**

**GET**

**No Alcohol**   **Alcohol**




# *Information Reviewed During Feedback*

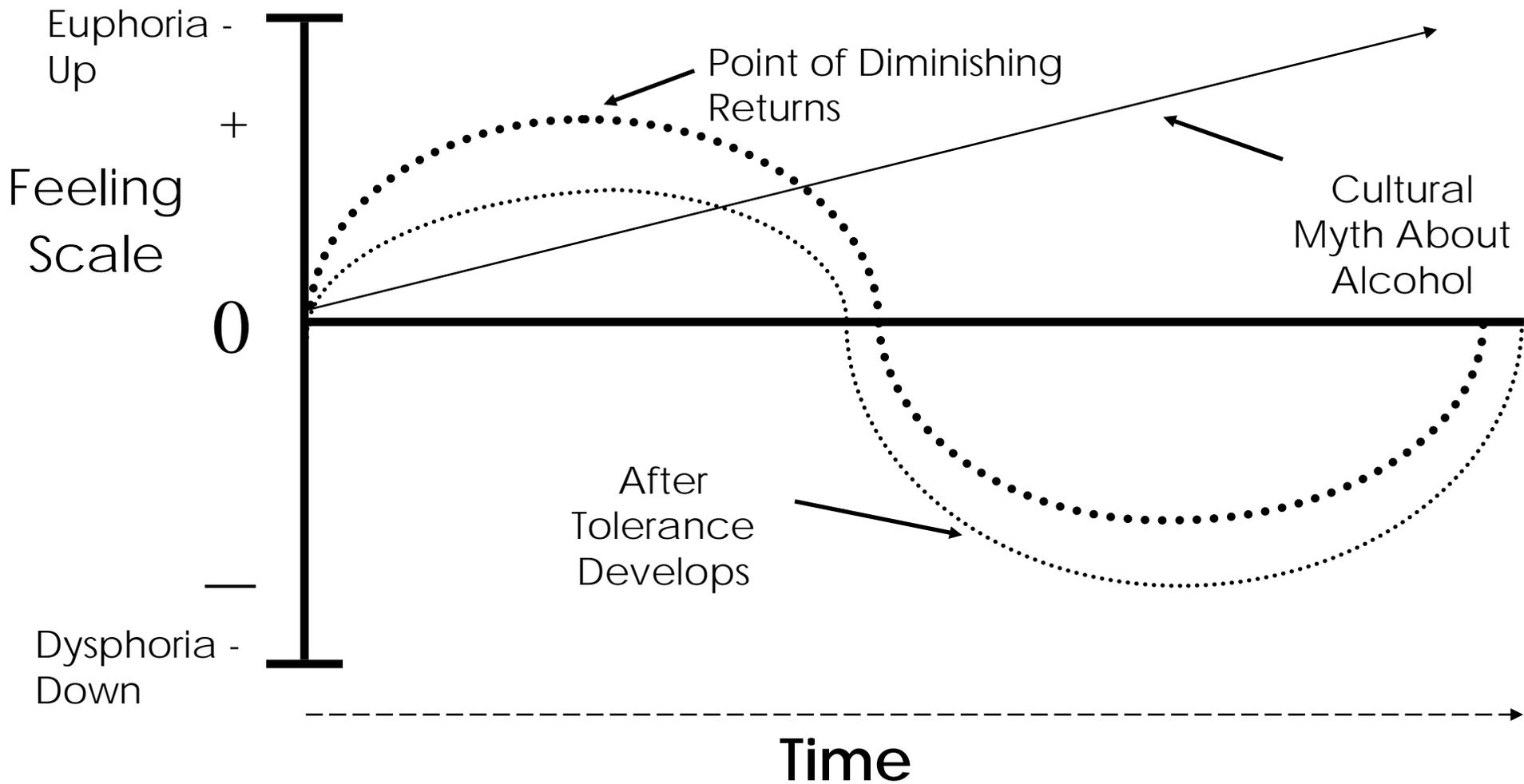
- What Is A Standard Drink?
- Absorption and Oxidation
- Blood Alcohol Level and Effects
- Factors Affecting Blood Alcohol Level
- Tolerance
- Biphasic Effect
- Drug Interactions



# Questions...

- When people start to lose their buzz, what do they usually do?
- Do they ever get their buzz back?
- For people with tolerance, is the buzz you get now as good as the buzz you used to get when you first started drinking?

# Alcohol's Biphasic Effect



# Areas In Which College Students May Experience Consequences

- *Academic Failure*
- *Blackouts*
- *Hangovers*
- *Weight Gain*
- *Tolerance*
- *Decision making*
- *Impaired sleep*

# Areas In Which College Students May Experience Consequences

*(continued)*

- *Sexual Assault*
- *Finances*
- *Family History*
- *Alcohol-Related Accidents*
- *Time Spent Intoxicated*
- *Relationships*
- *Legal Problems*
- *Work-Related Problems*

# Specific Tips for Reducing the Risk of Alcohol Use

- Set limits
- Keep track of how much you drink
- Space your drinks
- Alternate alcoholic drinks w/non-alcoholic drinks
- Drink for quality, not quantity
- Avoid drinking games
- If you choose to drink, drink slowly
- Don't leave your drink unattended
- Don't accept a drink when you don't know what's in it



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# Implementing BASICS/ASTP

- **Determining Assessment/Measures**
  - For BASICS feedback, and, for both, evaluating outcome
- **Generating Graphic Feedback/  
Personalized BAC cards (for BASICS)**
- **Training of providers**
- **Supervision/Consultation**
  - Therapist drift (issues of fidelity)
  - Need for ongoing assessment and, if needed, training



*Thank you!*

- For more information:
  - Jason Kilmer
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- All the best in your prevention and intervention efforts!
- Special thanks to Pam Darby, Matt Brown, and all of you for your time and interest in this topic.