

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

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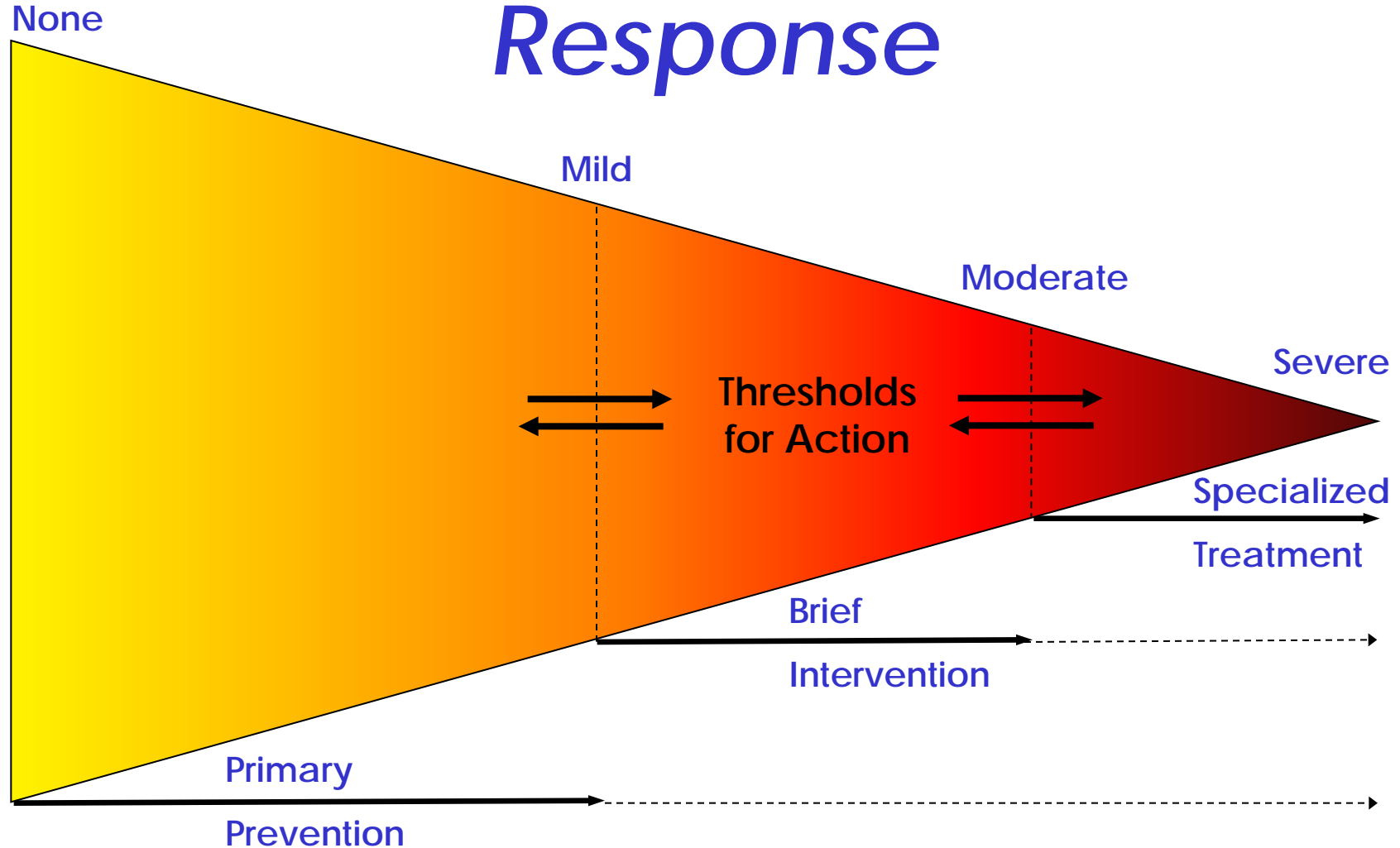
Points for Consideration

- *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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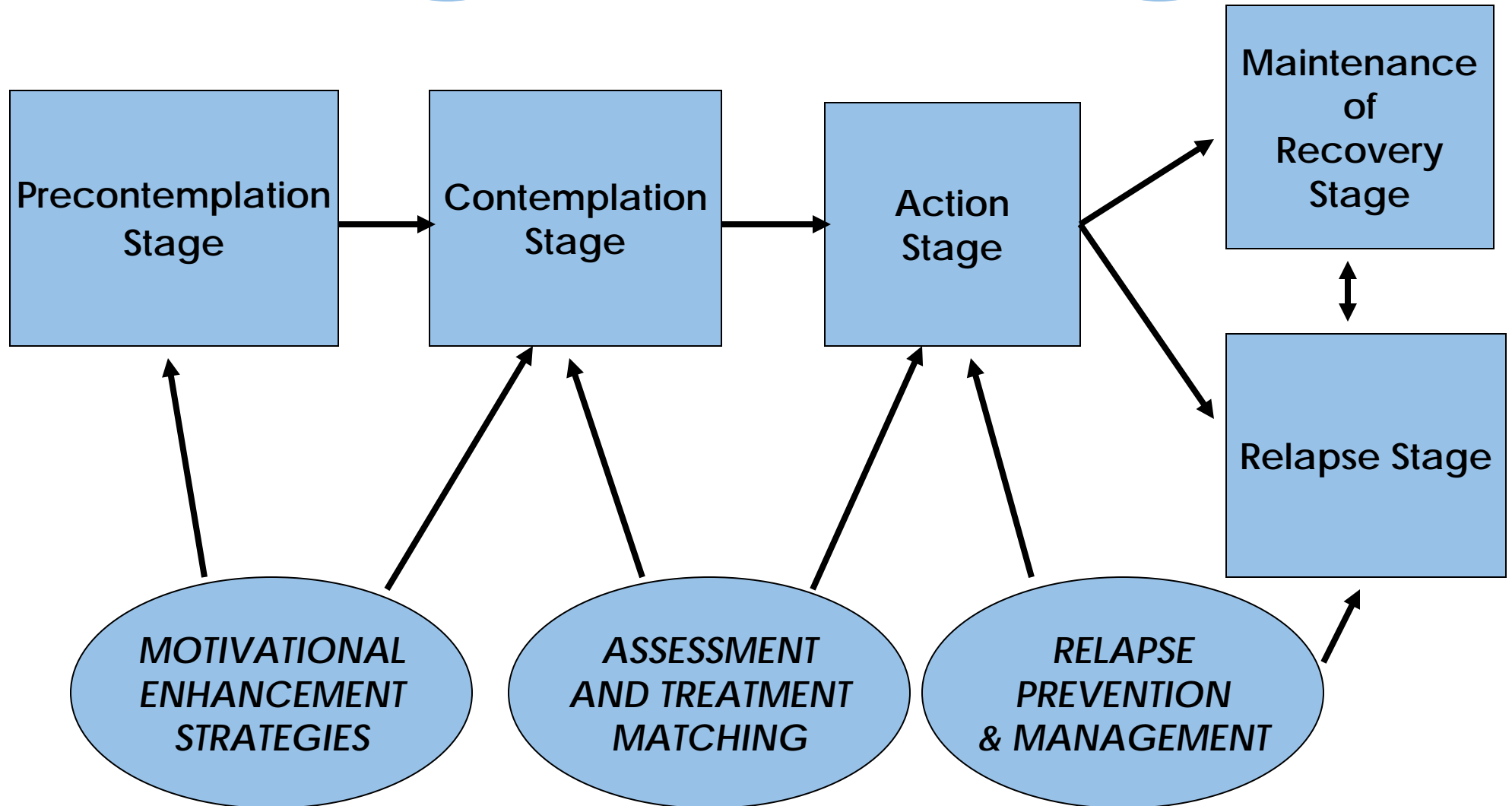
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The Stages of Change Model

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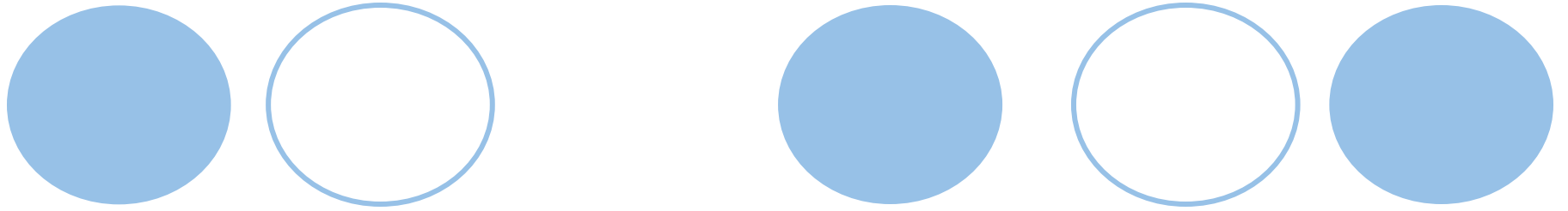
Brief Alcohol Screening and Intervention for College Students (BASICS)

- 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 circle on the far left, a hollow circle on the far right, and two hollow circles 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

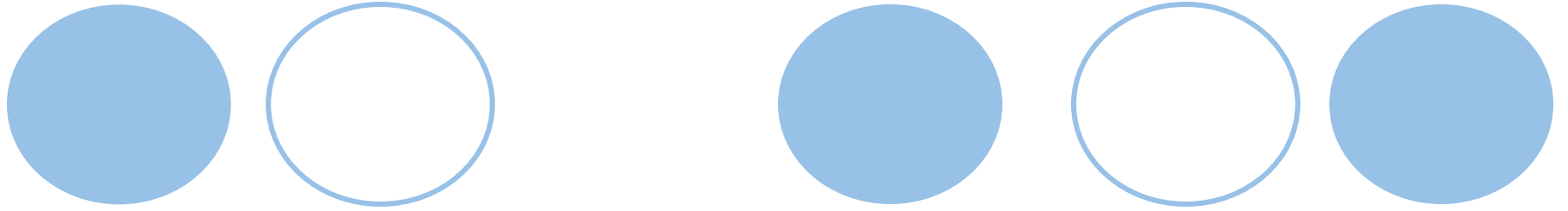
- Alcohol Outcome Expectancies

- Stages of Change

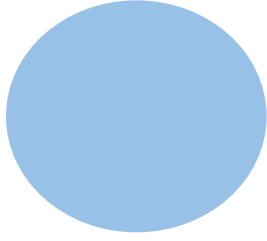


Norms Clarification

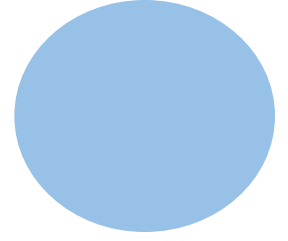
- Examines students' perceptions about:
 - Acceptability of excessive behavior
 - Perceptions about the rates of their peers
 - Perception about the prevalence of their peers



Expectancies...



EXPECT



Alcohol

No Alcohol

GET

No Alcohol **Alcohol**



Information Reviewed During Feedback

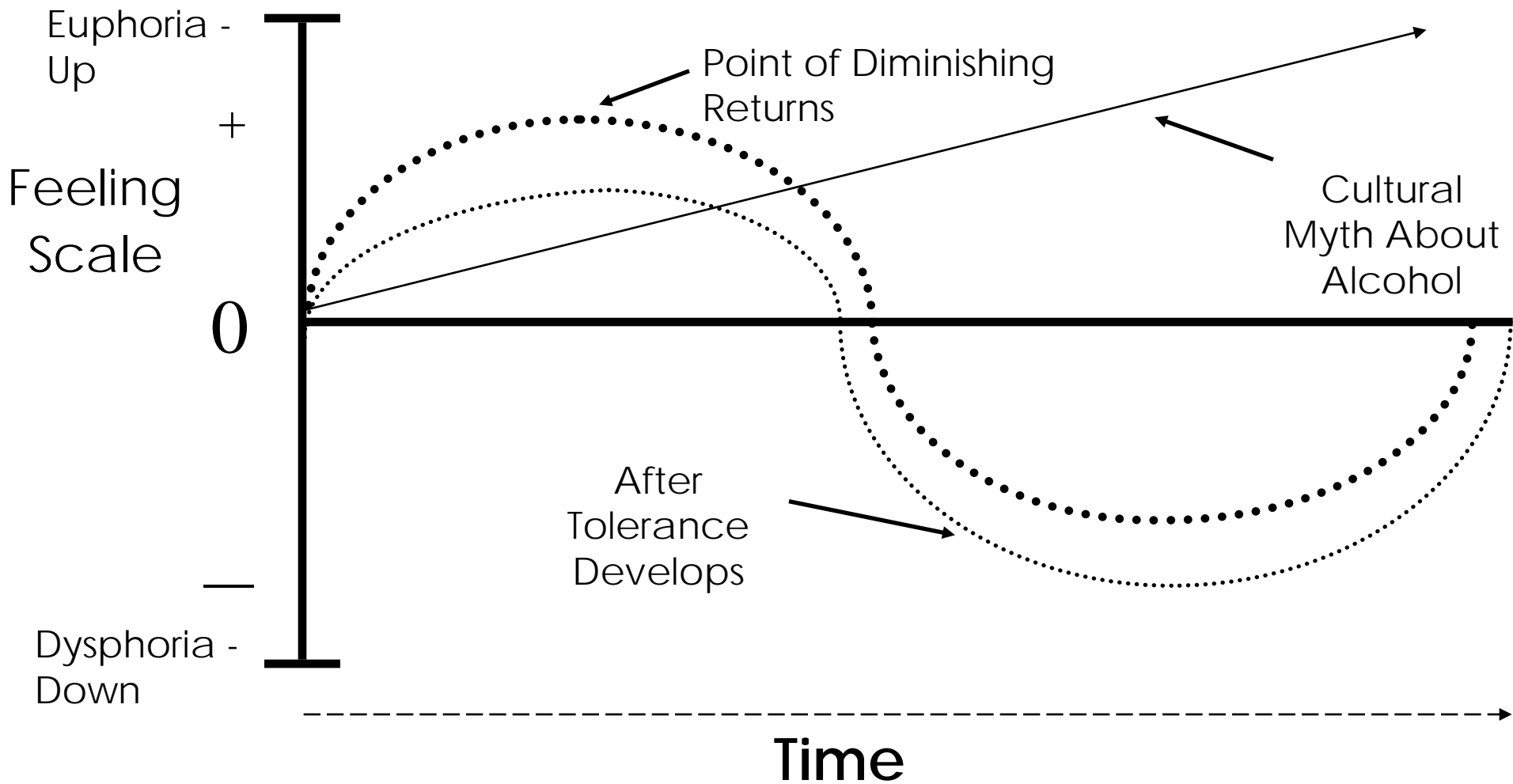
- What Is A Standard Drink?
- Absorption and Oxidation
- Blood Alcohol Level and Effects
- Factors Affecting Blood Alcohol Level
- Tolerance
- Biphasic Effect
- Drug Interactions



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
 - jkilmer@u.washington.edu
- 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.