Preparing For Session 1

Prepare BASICS Feedback Generator
Create folder for student that includes:
- Standard Drinks Handout
- Heaviest Drinking Occasion Worksheet
- 4-Week Follow-back Worksheet
- Self-Monitoring Card (optional)

Session 1: Objectives

- Assess Behavioral History:
  - Mental Health,
  - Physical Health,
  - Family History of Substance Abuse,
  - Personal Alcohol Use, and
  - Other Health Behaviors.
- Identify Alcohol Use Disorder
- Rapport Building
- Getting an Initial Commitment

Session 1: What is Measured

<table>
<thead>
<tr>
<th>During Session:</th>
<th>Feedback Questionnaire:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health History</td>
<td>Short- and Long-Term Goals</td>
</tr>
<tr>
<td>History of Conduct Disorder</td>
<td>Family History</td>
</tr>
<tr>
<td>Family History</td>
<td>4-Week Follow-Back: Alcohol</td>
</tr>
<tr>
<td>Episodic Drinking Pattern</td>
<td>AUDIT</td>
</tr>
<tr>
<td>Symptoms of Alcohol Use Disorder</td>
<td>Alcohol-Related Consequences</td>
</tr>
<tr>
<td>4-Week Follow-Back: Alcohol</td>
<td>Other Substance Use</td>
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<td></td>
<td>Protective Strategies</td>
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<td></td>
<td>Alcohol Outcome Expectancies</td>
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<tr>
<td></td>
<td>Readiness to Change</td>
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<tr>
<td></td>
<td>Roadblocks to Change</td>
</tr>
</tbody>
</table>
Session 1: Clinical Goals

- Building rapport with the student;
- Orienting the student to the purpose and structure of the meetings;
- Gaining an initial commitment from the student to participate in the intervention.

Two important points of emphasis:
- The student gets to decide whether he or she wants to change or even wants to consider changing, and
- The decision about what to do with the information provided belongs entirely to the student.

Session 1 Exercise:
Standard Drinks

Session 1 Education:
Standard Drinks
Session 1 Measure: Typical Drinking Pattern

STEADY PATTERN CHART: If the client drinks at least once per week complete this Chart, and summarize data. For each time period enter amount consumed in standard drinks.

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
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</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Totals</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Session 1 Measure: Episodic Drinking Pattern Chart

Session 1 Measure: Heaviest Drinking Occasion

Heaviest Drinking Occasion. Think back over the last two weeks of the occasion when you had the most to drink.

Brief description of episode:

Type(s) of beverage consumed:

<table>
<thead>
<tr>
<th>Number of standard drinks consumed</th>
<th>Amount of time in episode (hours):</th>
</tr>
</thead>
</table>

Number of times in past 3 months this type of episode occurs:
Maximizing Positive Outcomes

<table>
<thead>
<tr>
<th>Positive Outcome</th>
<th>Underlying Principle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Enhancement:</td>
<td>Research indicates that a few drinks can increase sociability. The major cause that alcohol makes you more talkative.</td>
</tr>
<tr>
<td>Stress Reduction:</td>
<td>Research indicates that a few drinks can reduce tension and stress, and that further alcohol consumption does not reduce stress further.</td>
</tr>
<tr>
<td>Maintenance of Sexual Pleasure:</td>
<td>The inhibition of sexual pleasure begins at BALs of .05 and increases quickly, often resulting in sexual dysfunction at BALs &gt; .18.</td>
</tr>
<tr>
<td>Sharper Cognitive Abilities:</td>
<td>Drinking to intoxication impairs concentration and memory for up to 72 hours.</td>
</tr>
</tbody>
</table>

Session 1 Exercise:  
Decisional Balance Exercise

<table>
<thead>
<tr>
<th></th>
<th>Changing</th>
<th>Not Changing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Session 1 Exercise:
Decisional Balance Exercise

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Changing</th>
<th>Not Changing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increased control over my life</td>
<td>• More relaxed</td>
<td>• More fun at parties</td>
</tr>
<tr>
<td>• Support from family and friends</td>
<td>• Decreased school problems</td>
<td>• Don’t have to think about my problems</td>
</tr>
<tr>
<td>• Decreased school problems</td>
<td>• Improved health &amp; finances</td>
<td></td>
</tr>
<tr>
<td>• Increased stress/anxiety</td>
<td>• Disapproval from friends/family</td>
<td>• Increased boredom</td>
</tr>
<tr>
<td>• Feel more depressed</td>
<td>• Money problems</td>
<td>• Sleeping problems</td>
</tr>
<tr>
<td>• Increased boredom</td>
<td>• Damage close relationships</td>
<td></td>
</tr>
<tr>
<td>• Sleeping problems</td>
<td>• Increased health risks</td>
<td></td>
</tr>
</tbody>
</table>

Session 1: Getting a Commitment

- What type of commitment are you looking for?
- What if the student is not committed to the process?

Session 1: Concluding Session

- Schedule Next Meeting
- Give Student BASICS Feedback Generator
- Provide the Student a copy of:
  - Standard Drinks Handout
  - Heaviest Drinking Occasion Worksheet
  - 4-Week Follow-back Worksheet
  - Self-Monitoring Card (optional)
- Ask if they have any questions
- Thank them for attending
Immediately After Session 1

- Review and cleanup notes
- Summarize where the student is at:
  - Stage of Change
  - Resistance
  - Change-Talk
  - Level of Commitment
- Note some things that you might talk about during the next session

Preparing for Session 2

Review of Survey and Feedback Report

- Student Completes and Returns Survey
- Review Survey
- Print Copies of Personalized Feedback Report (PFR)
- Review PFR:
  - Make notes on things that you might want to talk about
  - Seek feedback from others if necessary

Preparing for Session 2

Prepare Student Folder

- Two copies of PFR
- Copy for Educational Handouts
  - Estimating Blood Alcohol Level
  - Alcohol Expectancies
  - Bi-Phasic Response
  - Tolerance
  - Protective Behaviors Checklist
- BAL Chart
Session 2: Objectives

The overarching goal to increase motivation and skills for change by:
- Providing students personalized feedback,
- Comparing students' drinking quantity and frequency to a normative sample, and
- Reviewing individual risk factors,
- Debunking myths and increasing knowledge about alcohol and its effects,
- Offering strategies to reduce current and future risks, and
- Problem solving potential barriers to change.
Session 2: Process and Approach

- Orienting, reestablishing rapport, and strengthening commitment to change
- Stay in MI mode when providing feedback and advice:
  - Avoid "shoulds"
  - Take a pragmatic realist stance.
  - Motivation and insight not necessarily required for behavior change.
  - Get specific commitments for behavioral action steps when possible.

Quantum: Change can Occur!

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Session 2: PFR: The Bi-Phasic Response

Questions you would use to process this section?
Motivational Interviewing
Treatment Integrity

A behavioral coding system that allows you to determine how well the practitioner is using motivational interviewing.

There are two components to the MITI

- Global Scores: Require coder to assign a single number from a five-point scale to characterize the entire interaction.
- Behavioral Counts – Requires coder to tally instances of particular interviewer behaviors from the beginning of the segment being reviewed until the end.

List of MITI Codes

- EVOCATION (Global rating of evocation)
- COLLABORATION (Global rating of collaboration)
- AUTONOMY/SUPPORT (Global rating of Autonomy/Support)
- DIRECTION (Global rating of direction)
- EMPATHY (Global rating of empathy)
- SPIRIT (Global rating of MI Spirit; Average of Evocation, Collaboration, Autonomy/Support)
- GI (Giving Information)
- MA (MI Adherent)
- MNa (MI Non-adherent)
- OQ (Open Question)
- CQ (Closed Question)
- Rs (Reflection simple)
- Rc (Reflection complex)
“Proficiency” in MI (Miller, 2000)

- Talking less than the client does.
- Reflecting twice per each question asked of client
- Using mainly complex reflections (e.g., paraphrases, summaries)
- Using predominantly open-ended questions
- Avoiding practitioner behaviors that push client beyond current level of readiness (e.g., warning, confronting, unwelcome advice)

Evaluation

- Pre-“Incident”
- Pre-Intervention
- Post-Intervention
- 30/60/90-Day Follow-up

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