



Screening and Brief Intervention for Student Life Staff

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Today's Agenda

- ☛ Introductions
- ☛ Alcohol Basics & Prevention Strategies
- ☛ SBI
- ☛ Stages of Change
- ☛ Conversation Strategies
- ☛ Motivational Interviewing Techniques
- ☛ Wrap Up

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- ☛ Actively promotes peer education as a useful element of campus health education and wellness efforts
- ☛ 35-year old college and university-based network of student peer education programs
- ☛ Largest active student organization in higher education
- ☛ Over 900 campus affiliate groups internationally, potentially impacting college enrollments of more than 8 million students
- ☛ More than 35,000 student members and 1,200 professionals working in the field of Student Affairs

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★★★★★
NHTSA National Highway Traffic Safety Administration
Our Mission: Save lives, prevent injuries, reduce vehicle-related crashes
www.nhtsa.gov

- ☛ Spearheads innovative research and data analysis critical to motor vehicle and highway safety
- ☛ Leads Nation by setting motor vehicle and highway safety agenda
- ☛ Serves as catalyst for addressing critical safety issues that affect motor vehicle and highway safety communities

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Introductions

- ☛ Name
- ☛ Position and department
- ☛ What do you hope to gain? Why are you here?
- ☛ What is your favorite aspect, tradition, or characteristic of your campus and why?

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Why SBI?

- ☛ Typical interaction with student that could involve the topic(s) of alcohol, parties, etc.
- ☛ Identify one place where you think SBI would fit.
- ☛ What do you think will be the biggest challenge to using SBI?

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Training Outcomes

- Describe the AUDIT and how to use it
- Define SBI, MI, and a drink
- Identify data for college student alcohol use
- Describe at least 2 components of MI
- Explain role of referrals in SBI
- Provide an example of E-P-E
- Identify your next steps for utilizing SBI in your role on campus

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Why do college students drink?

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Why Drink?

- Fun times
- Socialize
- Relax, loosen up
- Friends
- Connect with people
- Stress relief, get away from it all
- Part of the college experience



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Why do college students choose not to drink?

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Reasons To Not Drink

- Underage, on medication, pregnant
- Family or medical history
- Past negative experience
- Designated driver
- Academics or work commitments
- Have more fun without alcohol

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Negative Consequences

- Hangovers
- Alcohol blackouts
- Alcohol poisoning
- Drive impaired
- Struggle or fail in academics, relationships
- Assault, injury, death

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Why Address Alcohol?

- ☉ 1,825 college students (18-24) die each year from alcohol-related unintentional injuries, including motor vehicle crashes*
- ☉ More than 500,000 full-time, 4-year college students are unintentionally injured under the influence*
- ☉ After drinking**
 - 29% forgot where they were or what they did
 - 34% did something they later regretted
 - 17% drove under the influence
- ☉ *Hingson et. al., 2009; ** NCHA Fall 2008

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Why Address Alcohol?

- ☉ 30% had 5 or more drinks the last time they "partied"/socialized
- ☉ 30% had 5 or more drinks in the last 2 weeks, in one sitting
- ☉ 70% had 0-4 drinks the last time they "partied" or socialized

NCHA, Fall 2008

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Why Address Alcohol?

- ☉ Support those who choose not to use or use at lower risk (70% had 0-4 drinks)*
- ☉ Intervene with high-risk users and groups
- ☉ Educate on warning signs and risk factors
- ☉ Empower students to step up
- ☉ Create, implement and enforce policy for a safer campus and community

*NCHA, Fall 2008

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Definitions and Theories

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A Few Key Terms

- ☉ **AUDIT:** Alcohol Use Disorder Identification Test
- ☉ **High-risk drinking:** Pattern of drinking that results in .08 or higher BAC
- ☉ **BAC:** Blood Alcohol Concentration
- ☉ **Lower-risk drinking:** Limiting alcohol use to amounts less likely to cause harm to oneself and others
- ☉ **SBI / SBIRT:** Screening and Brief Intervention / with Referral to/for Treatment

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Quiz Time!

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A Drink Defined

- ☞ What is a drink?
- ☞ How many drinks are in a 20-ounce beer?
- ☞ How many drinks are in a 750mL bottle of wine?
- ☞ How many drinks are in a margarita?

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A Drink Defined

- ☞ What is a drink?
 - 12 ounce beer
 - 4-5 ounce glass of wine
 - 1.5 ounce shot (of 80-proof)

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A Drink Defined

- ☞ How many drinks are in a 20-ounce beer?
 - 1.666 drinks
- ☞ How many drinks are in a 750mL bottle of wine?
 - 5 drinks (750mL = 25 ounces)
- ☞ How many drinks are in a margarita?
 - Depends on who makes the drink! Often 2-3 drinks.

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Alcohol and Body

- ☞ Where is alcohol absorbed into the body?
- ☞ What characteristics affect how alcohol affects you?
- ☞ How quickly is alcohol metabolized (broken down) by the body?
- ☞ What happens if you drink more than your body can metabolize?

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Alcohol and Body

- ☞ Where is alcohol absorbed into the body?
 - Mouth, stomach, small intestine
- ☞ What characteristics affect how alcohol affects you?
 - Gender, mood, weight, type of alcohol, stomach contents, speed of drinking, etc.

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Alcohol and Body

- ☞ How quickly is alcohol metabolized (broken down) by the body?
 - One drink per hour; handled primarily by the liver
- ☞ What happens if you drink more than your body can metabolize?
 - Alcohol stays in the body, waiting to be metabolized, resulting in increased levels of intoxication.

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Alcohol and Body

- ☞ What is BAC?
- ☞ At what BAC does alcohol start to affect your ability to drive?
- ☞ At what BAC is it illegal to drive in all 50 states if you are 21 years old or older?

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Alcohol and Body

- ☞ What is BAC?
 - Blood Alcohol Concentration
- ☞ At what BAC does alcohol start to affect your ability to drive?
 - At the first drink; at .02
- ☞ At what BAC is it illegal to drive in all 50 states?
 - At .08

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Alcohol and Body

- ☞ What is the difference between passing out and blacking out?
- ☞ True or False: Developing tolerance means you become less impaired.

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Alcohol and Body

- ☞ What is the difference between passing out and blacking out?
 - Passing out: Lose consciousness
 - Blacking out: Remain conscious but no recollection of what occurred or what you did

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Alcohol and Body

- ☞ True or False: Developing tolerance means you become less impaired.
 - False: Body metabolizes alcohol one drink per hour
 - “Feeling of being drunk is the body’s warning system that lets one know they have had enough to drink (e.g., feeling dizzy, nauseous).”
 - High tolerance: “Warning system does not respond until a higher than normal level of intoxication is reached.”
 - “Person could be at risk for a range of consequences... without much subjective warning.”
Kilmer and Pedersen, 2008

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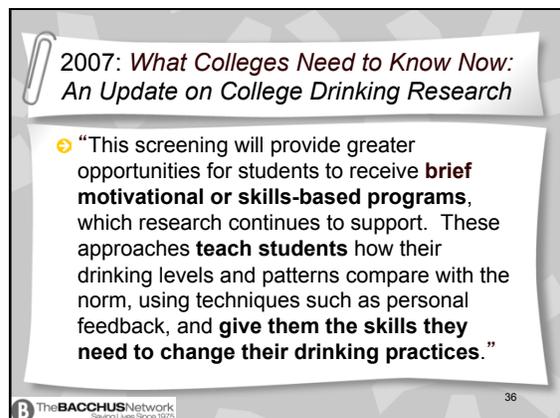
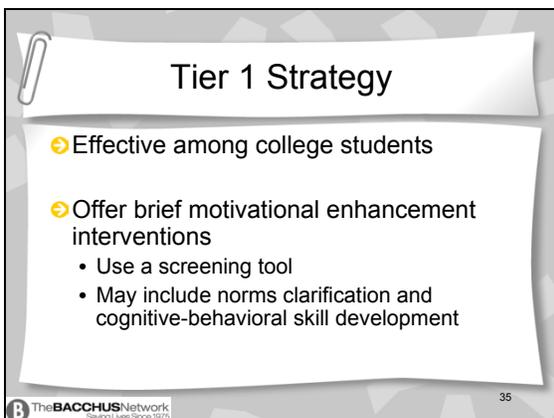
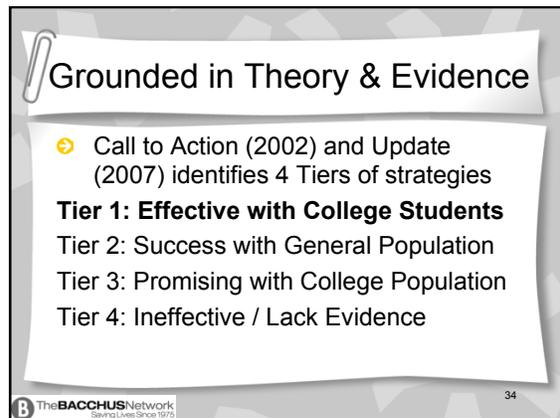
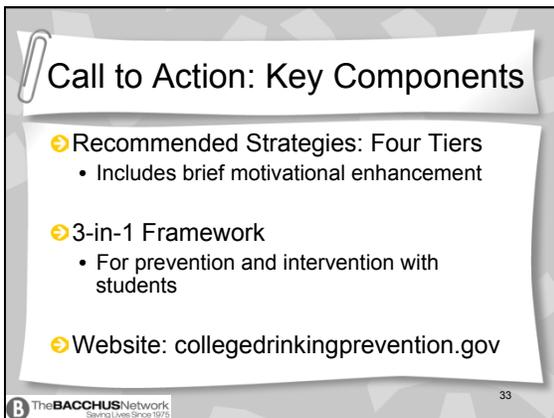
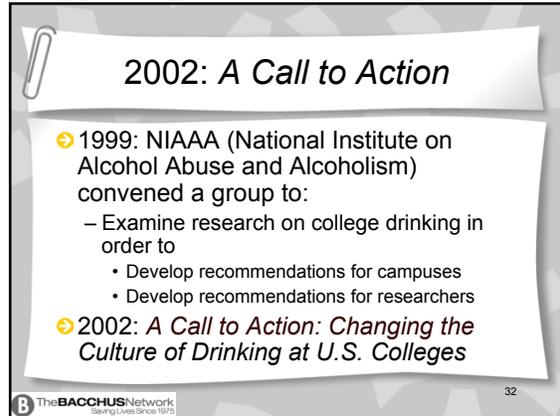
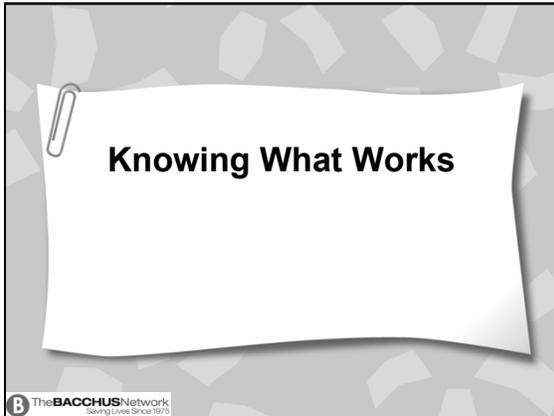
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Additional Resources

- ☞ Chapter 4
 - Alcohol Blackouts (article)
 - Tolerance (article)
- ☞ Websites:
 - Alcohol: bacchusnetwork.org/ncaaw.asp
 - Alcohol poisoning: bacchusnetwork.org/alcohol-poisoning.asp

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*2007: What Colleges Need to Know Now:
An Update on College Drinking Research*

- ☛ "...those students who most need alcohol interventions may be least likely to participate..."
- ☛ "Delivering interventions in settings where students experience problems with alcohol are more likely to be seen, such as in health or counseling centers, may be most effective."

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"3-in-1 Framework"

☛ 3-Prong Prevention

- **At-Risk and High Risk Individuals**
- Student Population
- Campus-Community



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What is SBI?

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What is SBI?

- ☛ Structured set of questions that can indicate alcohol misuse or abuse (screening tool: AUDIT)
- ☛ Followed by a brief conversation that encourages positive change, when pertinent and based on the person's willingness to change

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What is SBI?

- ☛ Originally used by counselors and health care professionals without a specialization in addiction
- ☛ Student-centered
- ☛ Gives feedback and recommendations respectfully, without judgment and in the form of useful information

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What SBI is Not

- ☛ **Not a diagnostic tool**
- ☛ Diagnosis and long-term care/counseling can **ONLY** be done by trained medical and psychological professionals
- ☛ You are **not** expected to be the expert. You are part of a larger, comprehensive effort to impact change.

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Got 15 minutes (or less)?

- 15 minutes (or less)
 - Screen
 - Converse; listen and support
 - Develop discrepancy
 - Ask questions about goals, intentions
 - Offer resources and referrals
- Not a silver bullet; one part of larger campus effort

What is this about?

- Making casual conversations and routine interactions intentional when they can be beneficial to the student
- **Student-centered** and directive listening, reflecting, and asking questions
- **Empowering change**, not forcing change
- **Being brief**
- **Utilizing tools and referrals**; making partnerships

Screening and Brief Intervention

Three Parts

1. Screen
2. Conversation
3. Wrap Up

Part 1: Screening

- AUDIT
 - 10 question screening tool
 - Each question receives a score
 - Between 0 - 4 points
 - Questions
 - 3 questions: Amount and frequency of drinking
 - 3 questions: Alcohol dependence
 - 4 questions: Consequences from drinking

Part 1: Screening

- AUDIT: Scoring
 - For college students, score of 6 or more is indicator of risky drinking (Walters and Baer, 2006)
 - If student scores less than 6
 - Educate & reinforce behaviors of lower-risk drinker
 - Congratulate for being part of healthy majority and for making healthier choices
 - Encourage continuation of healthier choices

When to Make a Referral

- Recommendations
 - Score 20 or more on AUDIT
 - Score less than 20 on AUDIT and not appropriate for brief intervention because student has
 - Strongly indications of having an alcohol dependence syndrome
 - Prior history of AOD dependence
 - Prior or current serious mental health illness
 - Presents issues, behaviors, concerns that are beyond your comfort or skill level

Part 1: Screening

➤ **AUDIT in Pairs**

- Person A: Fill out AUDIT for a lower risk student drinker
- Person B: Fill out AUDIT for a high risk student drinker
- Swap, score, discuss: What is your opening line?

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How does the AUDIT fit into your meetings with students?

AUDIT-C Option

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Stages of Change

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Stages of Change

- Precontemplation
- Contemplation
- Preparation
- Action
- Maintenance
- Relapse/Recycle

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Precontemplation

- Not even thinking about changing; no need or reason to change
- In love with current behavior
- May be defensive
- Reasons?

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Contemplation

- Thinking about a change, perhaps in next 6 months
- Easy, comfortable to stay in this stage
- Enjoys status quo but questioning benefits v. drawbacks
- Reasons?

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Preparation

- ☞ Intent on change; already making small steps
- ☞ Looking for or needing support, plan
- ☞ Positive outlook, determined, inquisitive about how change will happen
- ☞ Reasons?

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Action

- ☞ Change is in motion; using strategies to continue new behavior
- ☞ Lasts about 6 months; at highest risk for relapse
- ☞ Confident yet fearful and frustrated
- ☞ Reasons?

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Maintenance

- ☞ Staying with new behavior
- ☞ Able to resist temptations / triggers
- ☞ Upbeat; reflective; forward-thinking particularly as new behavior = norm
- ☞ Reasons?

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Relapse/Recycle

- ☞ Slips into former behavior after change
- ☞ Recycle = important to re-visit earlier stages when making change again
- ☞ Discouraged; questions benefits of changing
- ☞ Reasons?

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Part 2: Conversation

- ☞ Discuss the results of the AUDIT
- ☞ Inquire about the student's take
- ☞ Listen for "change talk"
- ☞ Reflect and ask open-ended questions
- ☞ Provide resources and support (Part 3)

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Walk Beside Me

- ☞ Advisor ≠ Give advice
 - Listen, ask about what the student wants
 - You may then get what you want = a change
- ☞ Involve students by giving them a choice about change
- ☞ Ask permission
- ☞ Identify the expert on the student = student

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Salt

- ☛ Ask about what they like; about the not-so-good things
- ☛ Explore the not-so-good things and their effects on goals/wants
- ☛ Explore what they want versus focusing on what they do not want
 - Fewer calories, more money v. less drinking

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OARS

- ☛ O: Open-ended questions
- ☛ A: Affirmations
- ☛ R: Reflective listening
- ☛ S: Summarize

OARS will help you navigate the waters

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Testing the Waters with OARS

<p>2. What the speaker says</p>	<p>3. What the listener hears</p>
<p>1. What the speaker means</p>	<p>4. What the listener thinks the speaker means</p>

?

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Rowing with Your OARS

- ☛ Use a real situation in **your** life: What are you contemplating?
 - Need to have some ambivalence
 - Be willing to share in a triad
 - Remember: Confidentiality
 - Refrain from acting or pretending
 - Use **Open-Ended Questions & Affirmations**

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Change the behavior, not the student.

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Change = Risk

- ☛ Provide options -- not an all or nothing
 - What can be added? Time? Water? Food?
 - What can be deleted? Calories? Time out?
 - What can be modified? Size of drink?
- ☛ *"Habit is...not to be flung out the window by any man, but coaxed downstairs one step at a time." -- Mark Twain*

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Rolling Stone Gathers No Moss

- Arguing with the student is a waste of your time and the student's time
 - Student may feel defensive, humiliated
 - You may be seen as a "know it all", superior
 - Argument *for* change may become student's argument *against* change

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Resistance

- Verbal behaviors
- Expected and normal; part of interpersonal communication
- Continued resistance can predict no change
- Highly responsive to counselor style
- Getting resistance? Change approach.

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What strategies can students use to decrease their drinking?

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Conversation Strategies

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Are you ready to...?

- Ask the question
 - On a scale of 1 to 10, how likely do you think it is for you to change your drinking?
- Readiness to Change Ruler

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Make No Assumptions

- Inquire about interest
 - Would you be interested in some ways to... (have 1-2 fewer drinks, have more energy the next day to study, etc.)
- Provide information
 - Some students have found this helpful...
- Ask about applicability
 - What do you make of this?

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Motivational Interviewing Techniques

Heart of SBI

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Motivational Interviewing

- ☛ “A directive, client-centered counseling style for eliciting behavior change by helping clients to explore and resolve ambivalence” -- Rollnick and Miller
- ☛ A more intentional conversation with someone, with a focus on an end goal (decrease risky drinking)

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MI: Key Components

- ☛ Develop Discrepancy
- ☛ Express Empathy
- ☛ Support Self-Efficacy
- ☛ Identify Readiness to Change
- ☛ Roll with Resistance

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Develop Discrepancy

“explore and resolve ambivalence”

- ☛ Ask about the “good things” and the “not-so-good things”
- ☛ Must see a gap between what they like and want versus what is happening for consideration of change
- ☛ Maximize the positive, minimize the negative

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Express Empathy

- ☛ Understand what the student is saying
 - It sounds like...
 - You feel like...
- ☛ No need to agree or disagree
- ☛ Listen without judgment
- ☛ Use the student’s language
 - “I don’t have a problem. It’s not like I’m addicted.”
 - Response: “You don’t feel like you have a problem. It sounds like you feel like you can control your drinking.”

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Support Self-Efficacy

- ☛ Support change talk
- ☛ Focus on the negative consequences and less on the problem/behavior
 - Easier to change what is disliked than to change what is enjoyed

“see the mountain, but focus on each step”

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Self-Efficacy: Reinforcement

- ☞ Student's decision to change
- ☞ Student's skill set for making change
- ☞ Student's success with past changes

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Readiness to Change

- ☞ Readiness Ruler
 - Why not N-2? What would it take for you to be at a N+2 or N+3?
- ☞ Pro Con Chart
 - Pros and Cons of Not Changing
 - Pros and Cons of Changing
- ☞ Remember: Stages of Change

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Roll with Resistance

- ☞ Use resistance as a barometer of readiness to change
- ☞ Identify underlying concerns and beliefs
 - "You don't know what it's like. Everyone drinks; it's the way to have fun here."
 - Response: "Drinking is an important part of having fun for you."
 - Response: "You don't think I can understand where you are coming from."

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Roll with Resistance

- ☞ Identify underlying concerns and beliefs
 - "This is stupid and a waste of time. I wasn't doing anything wrong."
 - Response: "You are frustrated that you have to be here. Since we have to be here, what can we talk about that would be helpful to you? From the questionnaire you filled out.... Tell me about...."

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Strategies for Conversation

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E-P-E

- ☞ Elicit → Inquire about readiness, interest
- ☞ Provide → Clear information, options, feedback
- ☞ Elicit → Student's thoughts, understanding, reaction

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Elicit

- ☞ What do you know about...?
- ☞ Would it be okay for me to share...?
- ☞ What concerns do you have about...?
- ☞ Could we explore....?

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Provide

- ☞ Based on the information from the questionnaire....
- ☞ Some students I talk with do not understand....
- ☞ Here is some information some students have found helpful....

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Elicit

- ☞ What do you make of this?
- ☞ What areas make sense to you?
- ☞ If you were to use this resource, what parts would you use?
- ☞ If you were to decide you wanted to cut back a bit, what strategies make sense to you?

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If more time...

- ☞ On a scale of 1 to 10...
 - How important is it to you to make a change?
 - How confident are you that you could make the change?
- ☞ What would be helpful to you in drinking more moderately (safely)?
- ☞ If you wanted to drink more moderately, how would you go about it?

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Part 3: Wrap Up

- ☞ Summary
- ☞ Resources
- ☞ Referrals
- ☞ Thank you

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Summary

(remember your OARS)

- ☞ It's okay to summarize and conclude
- ☞ "If I have heard you correctly, it sounds like...."
- ☞ Summary can help you (and the student) stay focused

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Resources

- ☛ Handout
 - What is a Standard Drink?
 - BAC Chart
 - Lower-Risk Strategies
- ☛ Calorie and Cost Calculators
 - Collegedrinkingprevention.gov/CollegeStudents/calculator
- ☛ BAC Calculator
 - Friendsdriversober.org/

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Referrals

- ☛ Reminder: SBI is NOT on-going treatment
- ☛ We are NOT asking or wanting you to counsel a student beyond your comfort or skill level
- ☛ Know Your Partners

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Wrap Up

- ☛ Develop a Plan
- ☛ Summarize
- ☛ Provide connections and resources
 - Who can the student contact in the future?
 - What information would be helpful to the student?
- ☛ Thank you

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Short Review

- ☛ Screen & Reflect
- ☛ Converse:
 - What concerns do you have about your alcohol use?
 - Would it be okay for me to provide information...?
 - What do you make of this?
- ☛ How do you think you would go about this?
- ☛ Follow up, resources, referral
- ☛ Emphasize student's decision to change

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Scenarios

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Next Steps

How does SBI fit with your role on campus?

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☺ Call or email with any questions!

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☺ Thank you!

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