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



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Session 3:

Normative (Mis)perceptions and Alcohol Expectancy Effects

Session Learning Objectives:

1. Explain what normative perceptions and alcohol outcome expectancies are and how they are formed and influence drinking.
2. Describe how to discuss norms and respond to student reactions during the session.
3. Describe how to discuss expectancies, especially the BARLAB research demonstrating expectancy effects.



Normative (Mis)perceptions

- For **risky behaviors**, individuals **overestimate**:
  - **descriptive norms** (i.e., *how much* and *how frequently* others are engaging in a behavior)
  - **injunctive norms** (i.e., *how much others approve of the behavior*)
- The reverse is true for **protective behaviors**, for which the norms are typically **underestimated**.
- Normative perceptions are anchored in personal behavior and extrapolated from a limited slice of others' behaviors.
- Correcting normative misperceptions is efficacious as a stand alone intervention for college student drinkers.
- Normative estimates become less discrepant the more restricted and proximal the reference group becomes, which is why we use "typical student" (or typical student based on gender).



Descriptive Norms in the Feedback

Page 1

How do you compare to other US females?

94% of American females drink less than you in a *typical week*.



This tells you what percent of US females drink less than you in a *typical week*. This information was derived from the 2010 National Alcohol Survey (NAS) comprised of representative of the US population aged 18 and older. The NAS was conducted under a Center Grant from the National Institute on Alcohol Abuse and Alcoholism (NIAAA).

***DIFFERENT source for additional norms on Page 9**

The college normative information is based on the anonymous survey responses of 18,702 students from multiple two- and four-year institutions to the 2015 CORE Survey. The survey was conducted by the CORE Institute.

The University of Missouri-Columbia norms are based on the responses of University of Missouri-Columbia students to the 2015 Missouri College Health Behavior Survey N = 1394.

EXAMPLE Discussion of this Feedback:

ASK: The feedback contains information about how your drinking fits with other college students. Would it be okay if we reviewed that ***now***?

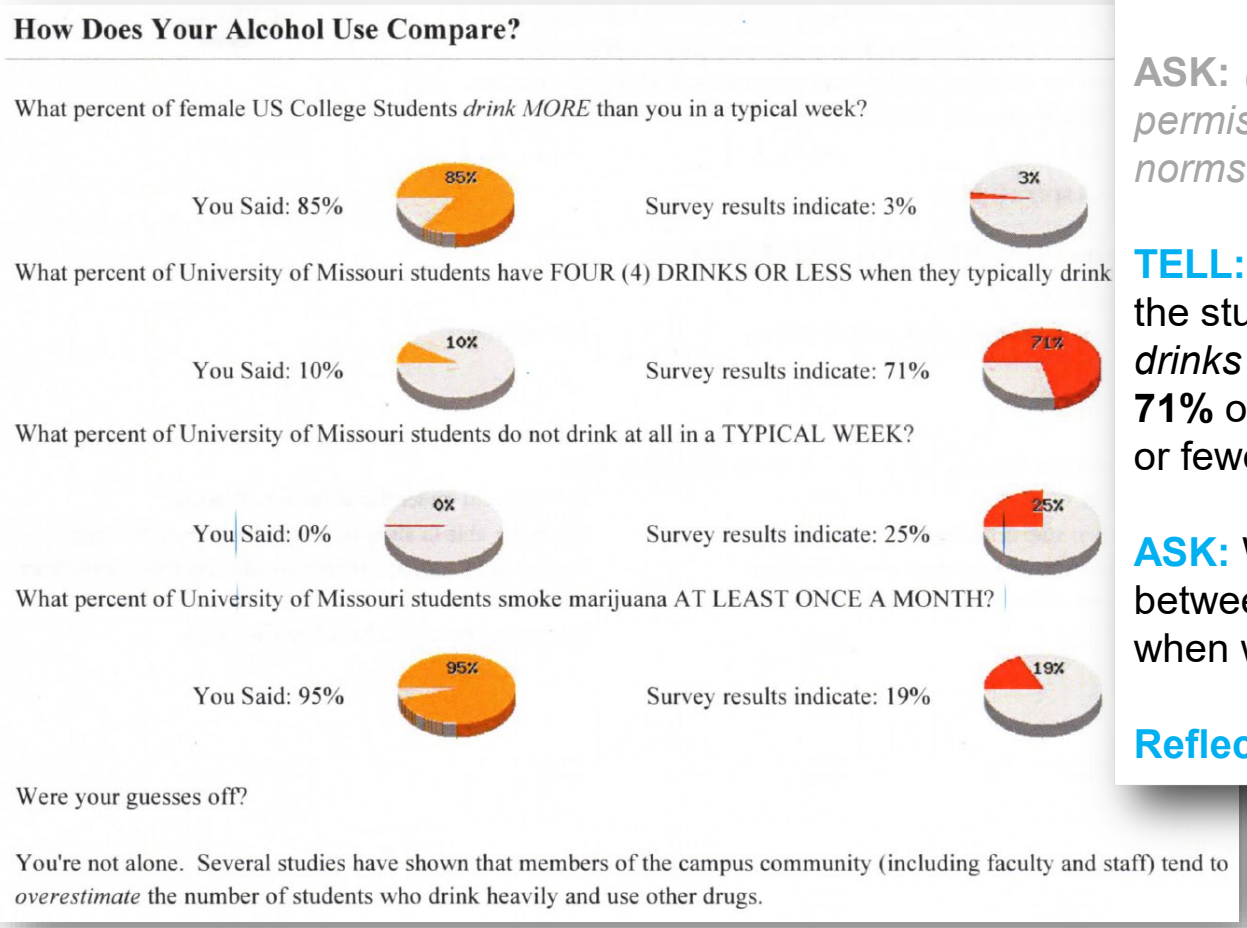
TELL: Based on how many drinks you said you consume in a typical week, you're in the **94th percentile** relative to other female college students. That means you are drinking the same amount as, or more than, **94 percent** of other female college students.

ASK: What do you make of that?
(Be sure to use a tone of genuine interest/inquiry)

Reflect student responses.

Descriptive Norms in the Feedback

Page 9



How Does Your Alcohol Use Compare?

What percent of female US College Students *drink MORE* than you in a typical week?

You Said: 85% — 85%

Survey results indicate: 3% — 3%

What percent of University of Missouri students have FOUR (4) DRINKS OR LESS when they typically drink

You Said: 10% — 10%

Survey results indicate: 71% — 71%

What percent of University of Missouri students do not drink at all in a TYPICAL WEEK?

You Said: 0% — 0%

Survey results indicate: 25% — 25%

What percent of University of Missouri students smoke marijuana AT LEAST ONCE A MONTH?

You Said: 95% — 95%

Survey results indicate: 19% — 19%

Were your guesses off?

You're not alone. Several studies have shown that members of the campus community (including faculty and staff) tend to *overestimate* the number of students who drink heavily and use other drugs.

EXAMPLE Discussion of this Feedback:

ASK: *(You've already requested permission, assuming you just discussed norms feedback on Page 1).*

TELL: You told us that you thought **10%** of the students at **[your school]** drink *4 drinks or less when they drink*. Actually, **71%** of students at **[your school]** drink 4 or fewer drinks per occasion.

ASK: What do you make of the difference between your estimate and what we found when we surveyed students?

Reflect student responses.

Exercise 3.1: Discussing Normative Feedback

- Using the feedback sheets/packet **utilized by your college or university** and the Ask-Tell-Ask MI format, write a script on the **BASICS Session 3 Exercise Worksheet** for how you would discuss a piece of normative feedback that was ***not*** **modeled in the video**.



Need more time for Exercise 3.1?

If you need more time, please pause the video now and resume it when you are done with Exercise 3.1



Exercise 3.2: Reflecting Student's Reactions to Normative Feedback

- Generate at least one **MI reflection** to the five student reactions to normative feedback found in Exercise 3.2 on the **BASICS Session 3 Exercise Worksheet** and record your responses.



Need more time for Exercise 3.2?

If you need more time, please pause the video now and resume it when you are done with Exercise 3.2



Alcohol (Outcome) Expectancies

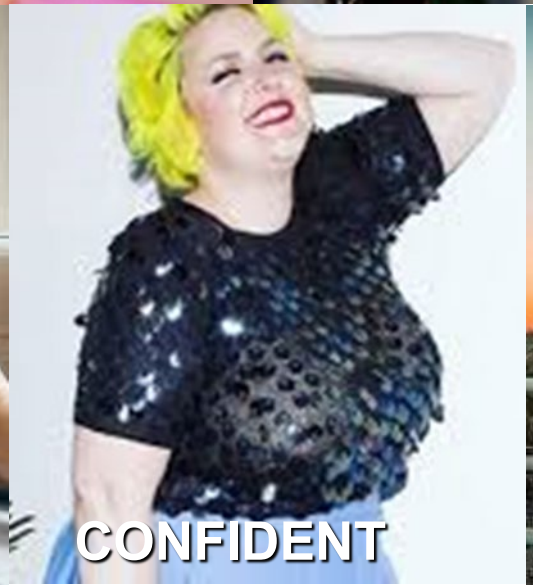


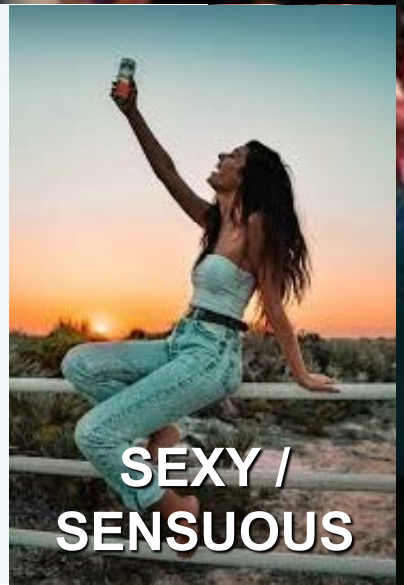












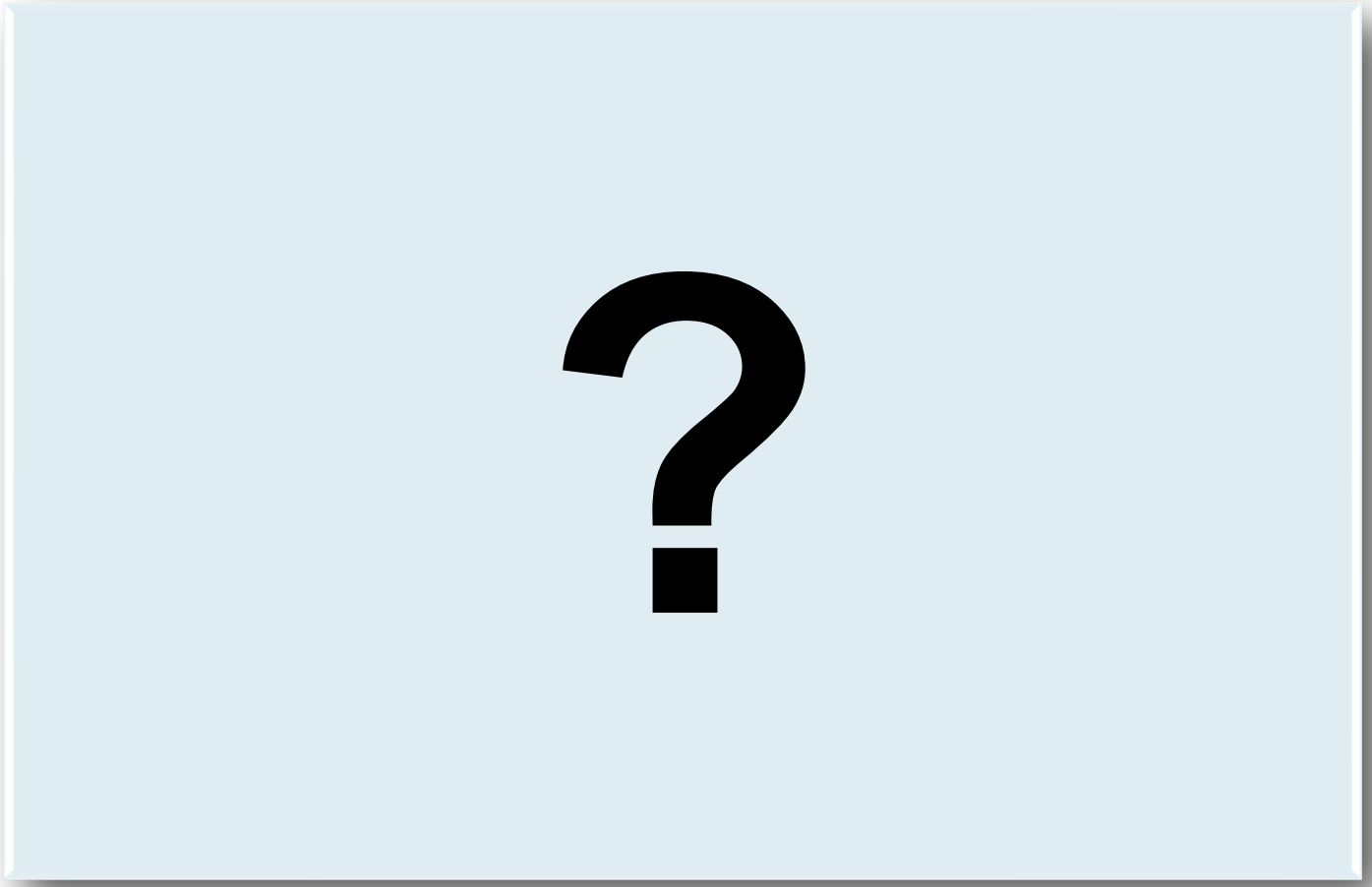

"TRUST ME,
YOU CAN
DANCE"
--ALCOHOL
TAYLOR'S
EST
1922
BAR & GRILL

Alcohol (Outcome) Expectancies

- How could alcohol "*cause*" someone to be angry one time and euphoric another?
- Alcohol impairs information processing ("alcohol myopia") and behavioral inhibition (our ability to stop ourselves from acting on impulse).
- HOWEVER, pharmacology alone cannot explain the highly variable social behavior that follows alcohol use.



Alcohol Expectancies in the Feedback



Discussing Alcohol Expectancies

- Appropriate to discuss alcohol expectancies when desired outcomes of drinking for a student are **positive social effects** *or* the student expresses a desire to **avoid negative social effects** when drinking.
- EXAMPLE of how to lead into discussion of expectancies:
  - What are the **"good things"** about drinking, for you? What do you like about drinking?
  - What are the **"not-so-good" or "less-good"** things about drinking? What might you **like to happen less**?
    - Can prompt if no social consequences mentioned: What are ways alcohol affects you in "less-good" ways *in social situations*?
  - In what ways have you noticed alcohol doing **different things** for you at **different times?**
  - How do you think someone might act if they ***thought*** they'd had alcohol, but in reality their drink didn't have alcohol in it?



Use the Ask-Tell-Ask MI Format

- **Reflect** what the student likes and dislikes about alcohol's social "effects" and/or their responses to questions about alcohol's variable "effect" and the "effect" when a person has had no alcohol.

- **ASK:** I have some information about how the things you mentioned are related to alcohol's effect as a drug vs. other factors. Would you be interested in hearing?

- **TELL:** **Share description of the BARLAB study.**

- **ASK:** How does that fit with your own experiences?

- **Reflect** student responses.




DOS EQUIS
XX
WOODBRIDGE
J&B


DOS EQUIS
XX
The uncommon imported beer

ACTUALLY RECEIVE	TOLD / EXPECT Alcohol	TOLD / EXPECT No Alcohol
Alcohol	Alcohol	Anti-Placebo
No Alcohol	Placebo	Non-Alcohol

Drink

Drinker





If alcohol "*caused*" social behavior, then these two groups ***should*** have acted alike, but they **didn't**.

Groups who believed they got alcohol, whether or not they did, acted *the same*, proving **belief drives social behaviors attributed to alcohol**.

Exercise 3.3: Explaining the BARLAB Studies

1. Before completing this exercise, watch the video found at: https://www.youtube.com/watch?v=8EWqy6MGpxo (2:23)

2. Using the diagram provided on the **BASICS Session 3 Exercise Worksheet**, outline the 4 conditions in the BARLAB studies and how they related to what students were told they received and what they actually received with respect to alcohol.

3. Write a brief script for how you would explain the BARLAB studies to a student. Assume that the student shared that one of the things they like best about alcohol is how it makes them feel more confident and talkative in group settings.



Need more time for Exercise 3.3?

If you need more time, please pause the video now and resume it when you are done with Exercise 3.3



Please download and complete the **BASICS Session 3 Post-video Reflection** now.

Code for Session 4 Video: **Biphasic**

(Write down this code to access the video later)

