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



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Session 5:

Protective Behavioral Strategies & Negotiating a Change Plan

Session Learning Objectives:

1. Describe various protective behavioral strategies
2. Explain how to utilize importance and confidence rulers in setting the stage for change planning
3. Describe how to engage in change planning whether or not a student voices a commitment to change



Protective Behavioral Strategies in the Feedback

Before you drink, consider planning a safer way to get home:

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- Call STRIPES for a safe ride home when school is in session: available Thursdays-Saturdays from 10pm-3am. (573) 442-9672
- Arrange for a sober driver before you drink
- Call a taxi - Cab fare is cheaper than a D.W.I. (aka D.U.I.)
- Call a sober friend or family member and ask for a ride

Exercise 5.1: Protective Behavioral Strategies

- Using the **BASICS Session 5 Exercise Worksheet**, generate a list of 10 strategies (*other than <u>any means</u> of finding a safe ride home*) that you have personally used or heard of others (especially students) using to reduce their risks of experiencing alcohol-related consequences.

- For <u>each</u> strategy, describe what specific risks associated with alcohol use that it would reduce.

Ex:	*Prearrange for my non-drinking friend to pick me up from the bar at 1:00am (1 hour before closing).*	***Reduce risks of/for:*** *accidents and legal problems from driving; accidents or experiencing violence while walking home alone at night; greater costs and higher BAC from staying later and drinking more; greater disrupted sleep; greater time spent intoxicated the next day and its interference with academics and work.*



Need more time for Exercise 5.1?

If you need more time, please pause the video now and resume it when you are done with Exercise 5.1



Tips for Reducing the Risks of Alcohol Use

- Eat before drinking
- Avoid pregaming
- Avoid drinking games
- Don’t mix alcohol with use of other substances
- Set a limit on total number of drinks for the occasion
  - If going out, only bring enough cash to buy the set number of drinks (and any food) that will be consumed
- Set a limit on how many hours are spent drinking (in addition to limiting total drinks)
- Don’t accept a drink when the contents are unknown (e.g., “punch”-type beverage)
  - Bring your own beverages, and only consume those
- Keep track of how many drinks have been consumed

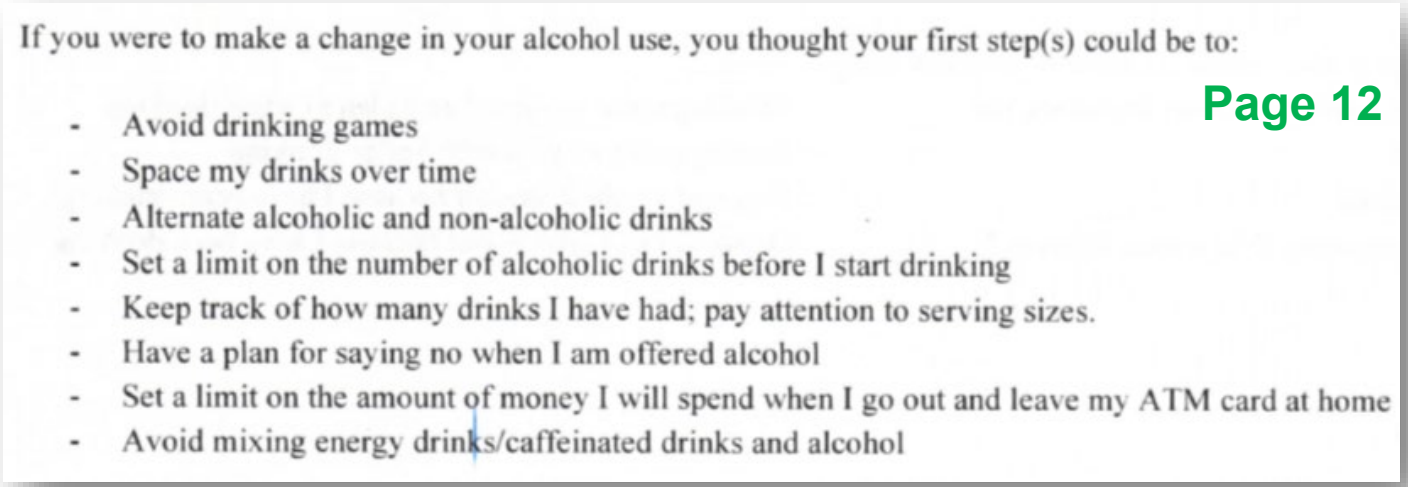


Tips for Reducing the Risks of Alcohol Use

- Sip slowly
- Add extra ice to your drink
- Drink for quality, not quantity
- Space your drinks out over time
- Alternate alcoholic drinks w/ non-alcoholic drinks (e.g., water)
- Plan to drink with friends who will look out for you
- Don’t leave drinks unattended
- Make arrangements for a safe ride/escort home; don’t get in the car with an intoxicated driver



Protective Behavioral Strategies in the Feedback



If you were to make a change in your alcohol use, you thought your first step(s) could be to:

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- Avoid drinking games
- Space my drinks over time
- Alternate alcoholic and non-alcoholic drinks
- Set a limit on the number of alcoholic drinks before I start drinking
- Keep track of how many drinks I have had; pay attention to serving sizes.
- Have a plan for saying no when I am offered alcohol
- Set a limit on the amount of money I will spend when I go out and leave my ATM card at home
- Avoid mixing energy drinks/caffeinated drinks and alcohol

You can use **Ask-Tell-Ask** if the student doesn't have anything or very few things listed and can't generate options.

EXAMPLE Discussion of this Feedback:

SUMMARIZE: "You indicated that there are already a number of things that you are doing or could imagine doing to help minimize the "not-so-good things" about alcohol, including avoiding drinking games, spacing your drinks, and setting a limit.

ASK: Which strategies have you found to be particularly helpful? **REFLECT** the student's response.

ASK: Can you tell me about times when these didn't work or were harder to use?" **REFLECT** the student's response.

Importance and Confidence Rulers in the Feedback

Making a Change Page 12

On a scale of 1 to 10:

- You rated the importance of making a change in your personal use of alcohol as a: 3
- You rated your confidence in your ability to make any change in your personal use of alcohol as a: 3



You indicated that it is not highly important for you to change your alcohol use at this time, and you are not sure that you could make a change even if you wanted to. People in your situation often find it helpful to consider additional information about alcohol use and abuse to determine if a change might be worthwhile. Each person is different, but when individuals choose to cut down or quit, they commonly report increased energy and more time for other activities.

Using Rulers in MI

- **Importance and Confidence Rules**
  - "How **important** would you say it is for you to reduce your drinking at this point, on a **scale from 0 to 10**, where **0 is *not at all important***, and **10 is *extremely important***?"
  - "How **confident** are you in your ability to drink less next time you party, on a scale from **0% to 100%**, where **0% means you're *not at all confident***, and **100% means you're *totally confident***?"

- **Responding to the # given by the student:**
  - To get change talk: ask **"Why a # and not a (lower #)?"**
  - To get barriers to change: ask **"What would it take to get from a # to a (higher #)?"**



Wrapping up the BASICS Session

- Summarize all change talk from the conversation.

- Support the student's **autonomy** and provide a **menu of options**:
  - We've talked about a number of things related to alcohol use today. As I mentioned at the outset, **however you choose to use the information from our conversation is up to you**.
  - *You might decide to keep drinking exactly in the way you have been.*
  - *You might decide you want to change one or more things about your drinking, to get more of the stuff you want and less of the stuff you don't.*
  - *You might decide you want to take a vacation from alcohol or stop drinking entirely.*
  - **ASK:** What feels like it makes the most sense to you at this point?



What if the student doesn't choose to change?

- When would you know if it was time to make a change? How would you know if your drinking was becoming something you didn't want it to be?
  - Student articulates "signs" drinking is problematic for them.
- How might you keep track if those things are happening?
  - Guide student in discussion of why/how to track behavior.
- What would you do if you noticed those things start to happen?
  - Guide student in developing a plan for making a change or seeking resources.



CAMPUS & COMMUNITY RESOURCES

If you would like to talk with someone about your eCHECKUP TO GO profile and/or discuss personal goals that are important to you, please contact:

Wellness Resource Center
wellness.missouri.edu
(573) 882-4634

Counseling Center
counseling.missouri.edu
(573) 882-6601

Student Health Center
studenthealth.missouri.edu
(573) 882-1483

The Wellness Resource Center, Student Health Center and the Counseling Center offer assistance for students with concerns about alcohol, tobacco, or other drugs as well as assessment, short-term counseling, referral, and support services.

SUPPORT & INFORMATION

Smart Recovery
Online and face-to-face mutual help groups
www.smartrecovery.org

Alcoholics Anonymous (AA)
Small support groups for people who want to stop drinking
www.aa.org
(573) 442-4424

Marijuana Anonymous
Small support groups for people who want to stop using marijuana
www.marijuana-anonymous.org

Other alcohol and other drug referral services can be obtained by contacting the McCambridge Center ((573) 449-3953), Mid-Missouri Narcotics Anonymous ((573) 634-5123), or the Phoenix Program ((573)442-7026).

What if the student chooses to make a change?

- "You're interested in making a change at this point. What would that change look like?"
  - If student gives vague response like "Cut back":
    - **Guide the student in making the goal behaviorally specific (*so they can know if the goal is achieved*)**: "You indicated you typically drink # drinks when you go out. If you were to cut back, how many drinks might you have instead?"
    - Most helpful to ground goal related to # drinks ***in BAC***, to avoid specific undesired outcomes.
  - When student gives you a specific goal:
    - Reflect the goal
    - "What might you do to achieve that goal? What resources might you need to help you?
    - What might get in the way of your plan?



Problem-Solving the Change Plan

- Support the student's efforts to problem-solve obstacles and be patient—rushing to offer your solutions might set you and the student back (i.e., *decrease* motivation).
  - *What might get in the way of that?*
  - *What will you do if that doesn't work?*
- Don't forget to keep supporting self-efficacy…
  - Affirmation
- …and "rolling with resistance" (*check your righting reflex!*).



Exercise 5.2: Developing a Change Plan

- Think about a **behavioral change** you are actually considering **making in the next 6 months but have *not* yet begun to implement.** *(A change that you still feel ambivalent about or one where you feel you are in preparation for change would be appropriate for this exercise.)*

- **Please pause this video now** and respond to the prompts provided in the **BASICS Session 5 Exercise Worksheet.**



Please download and complete the **BASICS Session 5 Post-video Reflection** now.

Reminder: Be sure to sign up for **Session 6!**

Don’t forget to send your exercises, being sure to carefully follow all instructions for file names and how to submit.