

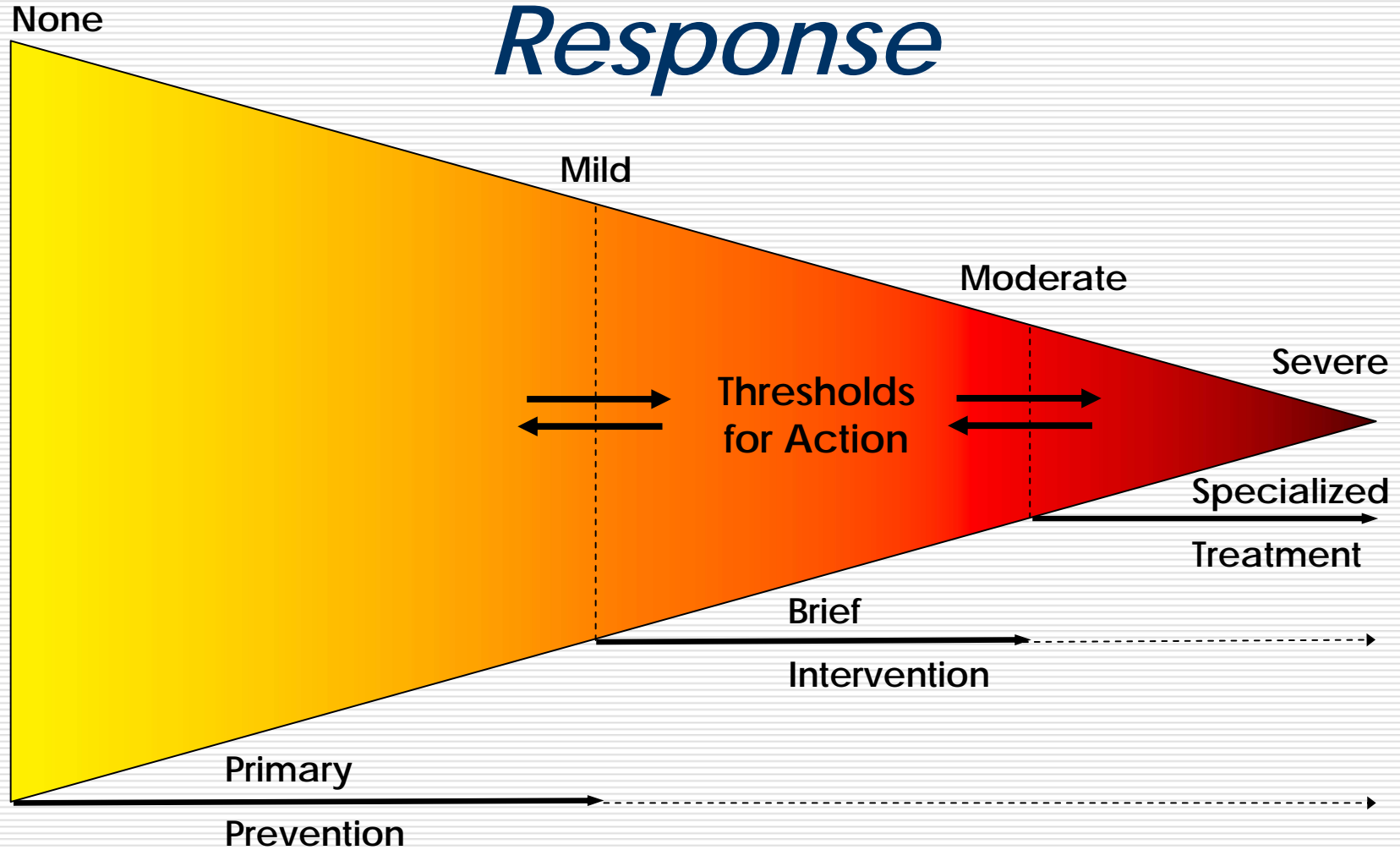
Individually Focused Interventions to Reduce College Student Drinking and Consequences

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Spectrum of Intervention Response



A CALL TO ACTION:

**CHANGING THE CULTURE OF
DRINKING AT U.S. COLLEGES**



**Task Force of the National Advisory Council
on Alcohol Abuse and Alcoholism**

National Institutes of Health
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

www.collegedrinkingprevention.gov



www.CollegeDrinkingPrevention.gov

The 3-in-1 Framework

- ❑ Individuals, Including At-Risk or Alcohol-Dependent Drinkers
- ❑ Student Body as a Whole
- ❑ College and the Surrounding Community

From: "A Call to Action: Changing the Culture of Drinking at U.S. Colleges," NIAAA Task Force

1) Evidence of effectiveness among college students

From: "A Call to Action: Changing the Culture of
Drinking at U.S. Colleges," NIAAA Task Force

2) Evidence of success with general populations that could be applied to college environments

From: "A Call to Action: Changing the Culture of Drinking at U.S. Colleges," NIAAA Task Force

3) Evidence of logical and theoretical promise, but require more comprehensive evaluation

From: "A Call to Action: Changing the Culture of Drinking at U.S. Colleges," NIAAA Task Force

4) Evidence of ineffectiveness

From: "A Call to Action: Changing the Culture of Drinking at U.S. Colleges," NIAAA Task Force

Tier 1: Evidence of Effectiveness Among College Students

- ❑ Combining cognitive-behavioral skills with norms clarification and motivational enhancement interventions.
- ❑ Offering brief motivational enhancement interventions.
- ❑ Challenging alcohol expectancies.

From: "A Call to Action: Changing the Culture of Drinking at U.S. Colleges," NIAAA Task Force

Updated Findings...What's New Following the Task Force Report?

- Tier 1 recommendations unchanged at this time
 - Still strong support for multi-component skills training
 - Motivational feedback consistently efficacious
 - Expectancy challenge findings mixed

Updated Findings...What's New Following the Task Force Report?

- ❑ Mixed findings on generic norms-challenging interventions
- ❑ Personalized normative feedback interventions reliably change drinking behavior/consequences
- ❑ More research on mandated students, athletes and freshmen
- ❑ Emerging research on mediators of outcome

NIAAA Rapid Response

- Many evaluated individually focused interventions
 - Interventions were either...
 - Extensions of existing Tier 1 strategies with varied implementation approaches or target populations
 - Evaluations of novel interventions
 - Prompted collaboration within and across sites
 - Played an important part in helping schools address drinking on campus
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NIAAA Rapid Response...

Studies included

■ Targets of brief interventions (individual, group, and/or personalized feedback interventions)

- Patients in Health Center settings (Central Florida)
- First-year students (Clemson, LMU, NDSU, San Diego)
- Greeks (Virginia)
- Mandated students (Albany, LMU, Northeastern, Wisconsin-Milwaukee)
- Women (Loyola Marymount)
- Students turning 21 (NDSU)

■ Implementation delivery strategy

- In person as a UAP (Northeastern)
 - By peers (Albany, Clemson)
 - By parents (San Diego)
 - By primary care providers (Central Florida)
 - Multiple delivery methods (NDSU, UW-Milwaukee, Virginia)
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NIAAA Rapid Response...

- From some examples of preliminary findings thus far (data analysis is still occurring in several studies), participants...
 - ...are less likely to transition to drinker status, and less growth in drinking across the first year of college (San Diego)
 - ...experience a reduction in overall alcohol-related harms and drinking variables (Central Florida)
 - ...delay increases in the quantity and frequency of drinking (Clemson)
 - ...report less alcohol consumption at six month follow up (Albany)
 - ...who receive PNF reduce drinking quantity and frequency (NDSU)
 - ...experience less risky drinking trajectory and, in other study, reductions in drinking and related consequences (LMU)
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Looking Back at the Rapid Response Experience

- Collaboration (across and within campuses)
 - Shared concern/issue/problem
 - Emphasis on evaluation and further examining “what works”
 - Highlighted continuum of strategies
 - Raised additional research questions
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Future Issues

- Reducing barriers to implementation (including fidelity)
 - Screening/outreach
 - Assessment/measurement
 - Role of parents/role of faculty
 - Emerging technology
 - Context of use
 - other substances/behaviors, dual diagnosis
 - Impact on retention
 - Be patient...
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