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### **CAPP: A Comprehensive Preventative Program Model Addressing Alcohol Misuse Among College Freshmen**

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Running head: A COMPREHENSIVE PREVENTATIVE PROGRAM

CAPP: A Comprehensive Preventative Program Model Addressing Alcohol Misuse  
Among College Freshmen

by

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DISSERTATION

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Keene, New Hampshire



Department of Clinical Psychology

**DISSERTATION COMMITTEE PAGE**

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**CAPP: A COMPREHENSIVE PREVENTATIVE PROGRAM MODEL ADDRESSING  
ALCOHOL MISUSE AMONG COLLEGE FRESHMEN**

presented on February 27, 2012

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### Abstract

Alcohol consumption by college students in the United States has increased in quantity and frequency over the past five years. With this increase, there has come evidence of a rise in negative consequences caused by alcohol misuse. To help reduce these problems, colleges and universities nationwide have begun implementing alcohol programs for their undergraduate students. The vast majority of these programs are intervention programs for students who have previously displayed dangerous drinking habits, often seen through campus judicial violations. Research shows that preventative program models, as compared to intervention programs, provide longer lasting changes in individuals and groups. Thus, a prevention approach informs the structural foundation of this dissertation project's development of a comprehensive alcohol program. The Comprehensive Alcohol Prevention Program (CAPP) integrates motivational interviewing, psychoeducation, and developmental concepts and findings in order to more effectively address the misuse of alcohol among the emerging adulthood population, and specifically with college freshmen. The emerging adult issues of exploration, experimentation, and emotional and social challenges are components of the transition to college life and to adulthood. CAPP is designed to use the concepts and strategies of motivational interviewing, and psychoeducation in a developmentally informed manner to reduce alcohol misuse in emerging adults within the first year of college. It is anticipated that this comprehensive preventative program model will facilitate the transformation of emerging adults during their transition into college life.

*Keywords:* alcohol misuse, college freshmen, preventative program

## Chapter 1: Introduction

It is not a hidden fact that there is a growing problem within colleges and universities around the country regarding student alcohol misuse and, more specifically, binge drinking. From college presidents calling for a lowering of the legal drinking age (Pope, 2008) to community involvement designed to aid in preventing out-of-control drinking (AdCare, 2008; Palombi, 2006), the definition of the problem and attempts at solving the problem are wide spread. In 2007, the National Institute on Alcohol and Alcoholism (NIAAA) defined “binge drinking,” also referred to as “heavy drinking,” as the consumption of five or more alcoholic drinks by a male, and four or more alcoholic drinks by a female, within a period of two hours, during which the individual’s blood alcohol concentration (BAC) level is at or above 0.08-gram-percent.

In 2002, the NIAAA documented the statistics regarding drinking consequences on college campuses within the United States. It reported 1,400 college student deaths from alcohol-related causes, 500,000 unintentional injuries, 600,000 assaults, and 70,000 cases of sexual assault and acquaintance rape (Howard, Griffin, Boekeloo, Lake, & Bellows, 2007). In 2007 the NIAAA reported more recent statistics on the use of alcohol by college students. Most notably, alcohol-related deaths among college students had risen to 1,700. Also the number of physical and sexual assaults increased with more than 696,000 students having been physically assaulted, and over 97,000 students having been victims of sexual assault when alcohol was involved. As Turrisi, Mallett, Mastroleo, and Larimer (2006) have documented, students who drink alcohol are more likely to have been insulted by others, been confronted with unwanted sexual advances, been a victim of date rape or sexual assault, had their property damaged, been in a situation where they had unplanned sexual activity, put themselves in situations where they



were more susceptible to sexually transmitted diseases, been injured or had life-threatening experiences, and driven while intoxicated or ridden in a car with an intoxicated driver.

It is apparent that the consequences of heavy drinking and binge drinking are quite serious. In a study of negative consequences of alcohol use on college campuses, Porter and Pryor (2007) found that, when heavy drinking occurs, students are more likely to experience lower grades and lower GPAs, more likely to spend time on recreation and sports activities than academic activities, and more likely to have fewer interactions between students and faculty. Health risks are another consequence and include blackout episodes (Mitchell, Toomey, & Erickson, 2005). More dangerous health complications involve cancer and liver damage, which are among the most common health consequences of heavy alcohol use (Anonymous, 2000; Pelucchi, Gallus, Garavello, Bosetti, & La Vecchia, 2006).

In order to address the consequences of binge drinking, numerous college alcohol programs have been established around the country (Carey, Carey, Henson, Maistro, & DeMartini, 2010; Carey, Scott-Sheldon, Elliott, Bolles, & Carey, 2009; Croom et al., 2009; Ramos & Perkins, 2006; Henslee & Correia, 2009; Oswalt, Shutt, English, & Little, 2007; Saltz, Welker, Paschall, Feeney, & Fabiano, 2009; Scott-Sheldon, Demartini, Carey, & Carey, 2009). The vast majority of these programs are designed for implementation after an identified student reveals dangerous drinking behaviors. While this approach makes some sense, it does not proactively and preventatively target the misuse of alcohol during the beginning of a student's college career. In a review of the current college alcohol programs, a limited number were found which specifically targeted alcohol misuse in a preventative manner at the beginning of college. For example, Croom et al. and Henslee and Correia both describe programs which are used in a preventative manner. Because rates of binge drinking consequences have been noted to increase

during the beginning period of college, it is believed that an early preventative intervention that is designed for all college freshmen would be a proactive step toward addressing the issue of alcohol misuse prior to students suffering the negative consequences and risks of binge drinking.

Integrated into a preventative model are the findings from research that indicate that an abstinence approach to alcohol use for college students is less effective than a harm reduction approach (Dimeff, Baer, Kivlahan, & Marlatt, 1999; Marlatt, 2001). The harm reduction approach focuses on reducing alcohol use in order for individuals to minimize the negative consequences and risks that are experienced as a result of heavy alcohol consumption. Harm reduction programs, which are designed to teach individuals to drink in a safer, more moderate manner, work well with college students who have not yet made the decision to overhaul their drinking habits (Marlatt, 2001). By providing individuals with a harm reduction approach to drinking, it opens the door to many problem drinkers who are otherwise unable or unwilling to pursue an abstinence-only goal.

### **Emerging Adulthood within a Small College Population**

While the transition to college includes positive experiences, for many college freshmen this period of time is also filled with difficulties. These difficulties, in part, are aspects of emerging adulthood and the transition into college. Some of the struggles that beginning college freshmen experience include: the adjustment to being away from home for the first time; attempts to achieve academic success; a new social environment in which they are trying to find a peer group; experimenting with alcohol and substance use; and developing financial responsibilities (Ross, Niebling, & Heckert, 1999). According to research conducted by Clark (2005), challenges which are encountered by college freshmen, such as those mentioned, can be addressed in numerous ways including: peer, family, and faculty support; enjoying free time;

joining extracurricular activities; meeting new people; and learning time management skills.

When the emerging adult encounters transitional difficulties within a small college environment, the experience may be different than when these same difficulties are experienced within a large university setting. Hyman and Jacobs (2010) define a small college as a school that has an enrollment of under 5,000 students, and has a student to faculty ratio of under 10:1. Specifically, small college campuses often hold a community-like feeling that includes more hands-on attention to students from not only residential administration, but from faculty, advisors, and the campus counseling center (*College Board*, 2011; Hyman & Jacobs, 2010). Furthermore, counseling centers on a small college campus often have a larger presence in the everyday experiences of the students and in campus-life as a whole (Vespia, 2007). It can be suggested that the more involved the campus counseling centers are, the better their ability to aid in the difficulties that arise during this emerging adulthood time period. This capacity includes the limited need for waitlists for potential clients, low likelihood for session limits, and stronger relationships and affiliations with other campus offices. There are also limitations to resources within the context of small colleges. For instance, there are often fewer types of extra-curricular activities in which students may become involved, funding for programmatic support is more difficult to obtain than in a large university setting, and there are fewer staff members at small college counseling centers which limits the availability for campus outreach. With over 78% of the degree-granting institutions in the United States comprising small colleges (U.S. Department of Education, 2011), the choice to focus on this type of higher-educational institution is believed to target an important and significant portion of the emerging adulthood population.

The college years traditionally include the developmental period known as “emerging adulthood” (Arnett, 2000). This stage of life takes into consideration the time period when

individuals are in their late teens to early 20s; most commonly, 18-25 years of age. Arnett describes this period as one of a time of change and exploration that involves having different experiences, trying out new activities, and gradually making one's way towards lasting choices in love and work. According to Arnett, the emerging adulthood period is not considered the same as late adolescence or early adulthood for a few reasons. This population has left the stage of adolescence with an age range of 10 to 17 years, and has not yet reached the stage of adulthood, which is typically considered to start in the mid-20s. Also, individuals within the emerging adulthood stage experience themselves neither as adolescents nor as adults. The primary features that are common during this period of development include: (a) identity exploration; (b) instability; (c) self-focus; (d) feeling "in-between;" and (e) being exposed to a wide scope of possibilities. It is during this emerging adulthood period that an individual begins to accept responsibility for one's self and begins to make independent decisions.

The beginning of the emerging adulthood period most frequently parallels with the beginning of college, not just in the coincidence of age, but because both are periods of exploration with numerous experiential options combined with the related anxieties and challenges. This phase of opportunity can sometimes lead these students into dangerous experimentation with alcohol (LaBrie, Pederson, Lamb, & Bove, 2006). With attention to the specific developmental dynamics of the emerging adulthood population as a basis for a preventative alcohol program, this dissertation project has been specifically designed to focus on the numerous changes occurring in the individual's life as related to the transition into college life on a small college campus.

### **Biopsychosocial Development**

Given the developmental complexities of the emerging adulthood population, it is

appropriate to incorporate a biopsychosocial model as the conceptual overview. The biopsychosocial model provides a comprehensive analysis of the interrelated influences of tangible problems and the treatment of those problems (Smith & Nicassio, 1995). This approach was chosen to inform an understanding of the complexity of dynamics with college aged individuals and their use of alcohol within a college setting, and with specific implications for college freshmen who are at the beginning of the emerging adulthood stage. The literature suggests that the social environments which surround emerging adults have a primary influence over individuals and their decisions. While the overall knowledge base of the biopsychosocial model is used to inform the understanding of the influence of emerging adults' alcohol use, the model's social component is considered the primary factor for development of an intervention for the emerging adult within the small college environment. It is the social component of the biopsychosocial approach that primarily served to guide the formation and design of the preventative intervention model addressing the misuse of alcohol. The biological and psychological components were also integrated as they inform the content and process of the interventions.

The literature review begins with a presentation of the social component within the biopsychosocial framework. This includes a discussion of the students' social development, peer influence, and impact of social and cultural norms. The literature is then presented regarding the biological component, which consists of the physical and cognitive development of emerging adults. The psychological component is presented and consists of moral and identity development. Each component within the biopsychosocial approach is defined and discussed with reference to alcohol misuse.

### **Social Component**

*Social development.* The social development of emerging adulthood individuals is an important factor in the collegiate context. During this time, social development involves dynamics related to family relationships, peer relationships, and romantic relationships. According to Berk (2007), during the emerging adult phase family relationships typically move toward students spending less time with parents, while the quality of the parental relationship improves. Also, peer relationships are beginning to form through common interests, which then create a bond between peers. As this bond strengthens, friendships take on a more important role in students' lives, while increasing in frequency and intimacy. Myer (2007) believes that this common interest bond between friends relates to one's social view of social relations. This involves the individual's feelings and actions towards others influencing how one relates to peers and others.

Along with family and peer relationships, romantic relationships are another aspect of the social development of the emerging adult. According to Erickson (1997), during emerging adulthood individuals are working through the developmental tasks related to the conflict between intimacy and isolation. It is during this period of social development that individuals learn to balance their need for an intimate partner with their need for independence. Berg (2007) notes that college students desire to find and maintain a romantic relationship that is mutually gratifying and consists of trust and reliance.

Thus, the social pressure of changing relationships with family, combined with developing new friendships and seeking a romantic partner, frequently include socializing in groups—often with the involvement of alcohol (Brown et al., 2009). Alcohol becomes an important part of these group experiences because it has the tendency to lower inhibitions and

increase the individual's positive mood (Brown et al., 2009; Lewis, Phillippi, & Neighbors, 2007). With lowered inhibitions and increased mood incorporated into a social event, the emerging adult finds it easier to socially approach and converse with individuals of personal, intimate, and sexual interest. Likewise, while under the effects of alcohol the emerging adult has an easier time approaching individuals who may become future friends. Overall, when the emerging adult develops a social network of both friends and a romantic partner, the reduction in pressure along with the disinhibiting effects from alcohol use aid the individual in feeling more at ease in social situations.

***Peer influence.*** When students begin college it is a time of new surroundings, new friends, new experiences, new opportunities, and new freedoms—all of which coincide with the experiences of the emerging adult. It is during this time that peer influence within the social context, a concept that refers to the seen and unseen social forces behind individual's reasons for acting (Myer, 2007), may have an effect on the exploration and change processes of beginning college students. Because of the numerous changes taking place that involve leaving the familiar and engaging in new beginnings, freshmen are in a position of finding and defining new directions. This often leads to those individuals being more greatly influenced by their peers and their social groups at this time in their lives as compared to other times. This group influence often comes about from what Myer calls "group polarization" and "groupthink." Group polarization takes places when discussion strengthens the average inclination of group members. Groupthink occurs when there is a tendency for groups to suppress dissent in order for group harmony to prevail. When these two social phenomena occur, groups hold the same beliefs and conform to the same behaviors. Group polarization and groupthink influence the emerging adult's desire to fit in with others and belong to a social group.

According to Borsari and Carey (2001), there are three types of peer influences regarding alcohol use. These include explicit offers of alcohol, role modeling, and social norms. Explicit offers can range from polite gestures to commands; modeling refers to a student's drinking behavior paralleling another student's behavior; and social norms, also referred to as cultural norms, are the perceived drinking behaviors on campus (Borsari & Carey, 2001). Despite these three types of peer influence being powerful predictors of beginning and maintaining drinking behaviors (Borsari & Carey, 2006), the strongest peer influence according to the literature is the desire to initiate, build, and maintain friendships (Borsari & Carey, 2006; Crawford & Novak, 2007; White & Jackson, 2005). From a social psychological perspective this desire can be seen as social conformity—an important and subtle force behind social, or peer, influence (Myer, 2007).

Social conformity during the college years often involves the vehicle of alcohol consumption. This then manifests in alcohol use, and often times alcohol misuse, becoming an integral part of that friendship (Borsari & Carey, 2006). Students begin to believe that the only way to continue to fit in with the peer group they have established is to continue behaving in the same way as the other students in that group (White & Jackson, 2005). When students do not conform to peer influences, there is a danger of disapproval from friends which can potentially lead to loss of friendships and support networks (Borsari & Carey, 2006; Trockel, Wall, Williams, & Reis, 2008). On the other hand, when students continue to conform to peer influence despite the maintenance of the pressure to fit in by continued and increased use of alcohol, their social desirability remains intact and their social approval continues among friends (Crawford & Novak, 2007; Ham & Hope, 2005).

***Cultural norms.*** As noted, the emerging adulthood time period is one that consists of



numerous social and environmental changes (Arnett, 2000, 2007). Along with these changes, emerging adults experience social and cultural norms within the particular context in which they are involved. On the college campus, emerging adults are faced with many social norms to which they must decide to conform. Negotiating these norms often involves the use of what Myer (2007) refers to as “social thinking.” That is, the individual’s beliefs, sense of self, attitudes, and behaviors affect how one thinks of others and one’s own actions when entering into social worlds. It is these beliefs, attitudes, and behaviors that trigger the individual’s perception of the social situation and therefore guide the emerging adult into conformity or nonconformity with the contextual social norms.

One of the social and cultural norms on a college campus is related to the amount of alcohol that is being consumed by students. This includes both safe drinking and binge drinking. The perception students have of this particular norm, specifically the amount of binge drinking that occurs on campus, has a strong impact on their own drinking behavior (Miley & Frank, 2006; Wechsler, Molnar, Davenport, & Baer, 1999). Although the perception of the amount of drinking does not accurately reflect the actual amount of drinking that is occurring on campus, this perceptual inaccuracy plays a role in the increase of drinking behaviors for some students (Wechsler & Kuo, 2000). As Ham and Hope (2005) report, the perceived norm has a high correlation to students’ increased drinking behaviors. This implies that when students misunderstand the reality of the social world around them, and therefore perceive an increased occurrence of high levels of drinking, students then drink higher levels of alcohol. It is the perception of the cultural norm regarding drinking that demonstrates the relationship of the college student’s social psychology to their social thinking.

### **Biological Component**

*Physical development.* When emerging adults begin college, their physical make-up is similar to that of an adult (Berk, 2007). The physical developments that are taking place are minor developments compared to those that occur during earlier stages of life. According to Berk, the most noticeable area of development for the emerging adult is experiencing peak skills requiring speed, strength, and gross body coordination. Aside from this area of development, physical appearance and decline in body functioning are often so gradual that most are hardly noticeable. These gradual changes suggest that emerging adults have bodies similar to those of individuals in early and middle adulthood.

Despite emerging adults' bodies being similar to those of early and middle adults, individuals within the emerging adulthood phase of life experience less sensitivity to the negative physical effects of acute alcohol use, as compared to early and middle adult individuals (Masten, Faden, Zucker, & Spear, 2009). These negative effects include sedation, hangovers, and lack of muscular coordination. While some of the negative consequences are experienced more than others within the emerging adult's physical capacities, these consequences are indeed negative and do lead to more serious physical complications. These serious physical conditions include, but are not limited to, liver disease, cardiovascular disease, brain damage, and cancer (Berk, 2007).

*Cognitive development.* There are many cognitive changes that take place within an individual during the emerging adulthood period. To begin with, the emerging adult's brain is continuing to develop with focus on synaptic refinement (Brown et al., 2009). This synaptic refinement enables the individual to increase the capacity for complex higher order reasoning and processing, increased brain speed, and a more developed and faster working memory.

Specifically, it is during the freshman year of college that the emerging adult's brain is just beginning to move toward functioning similar to that of the adult's brain. Unlike the college freshman, the more mature college student has increased cognitive functioning and therefore is better able to control emotion and behavior, and to make more informed decisions (Brown et al., 2009).

Since increased cognitive functioning can lead to more informed decision making (Brown et al., 2009), this increase in functioning might contribute to the understanding of college students' alcohol consumption patterns. For example, research shows that college freshmen are more at risk to fall into the habits of binge drinking behavior, as compared to upperclassmen (LaBrie et al., 2006; Masten et al., 2009). If the emerging adult, and particularly the college freshman, is still developing in the cognitive and decision making arenas, their decision whether or not to drink heavy amounts of alcohol could be effected by the continuing developmental processes. Furthermore, Masten et al. note that emerging adults who use alcohol experience an increased effect on disruption in spatial memory, overall memory, and learning.

### **Psychological Component**

*Identity development.* The emerging adulthood period is highly focused on increased autonomy and independence. It is during this time that individuals are beginning to increase their own level of responsibility for their life, behavior, and future (Brown et al., 2009). Through this emergence of increased responsibility and increased autonomy, college freshmen are beginning to discover what their identity is and how it is defined, and starting to develop an autonomous and independent identity (Brown et al., 2009). Through what Taylor (2008) calls "self-authorship," college freshmen are beginning to learn to define this new identity based on their own beliefs. However, before individuals can consolidate this new identity definition, they

go through a phase of exploration and experimentation regarding different behaviors and beliefs. Through this exploration it is the individual's internal voice that develops and ultimately leads the student to reflect on and critique one's behavior (Taylor, 2008). Since reflection and critique are two of the main features of adult identity, the individual begins to transition into mature adulthood and critical thinking once these aspects are initiated.

According to LaBrie et al. (2006) and Masten et al. (2009) the conceptualization regarding the process of identity development is a useful frame to inform the understanding of why college freshmen tend to drink more and binge drink with more frequency than upperclassmen. Because the student begins college without a consolidated view of oneself, exploration and experimentation with drinking within the context of social involvement frequently becomes part of the individual's process of identity development. Ultimately, this means that, because college freshmen are still developing a sense of self, they will look to others and experiences with others to help define their identity. This often includes the use of alcohol and, even binge drinking.

***Moral development.*** Kohlberg has expanded Piaget's work by considering the moral development into adulthood (Jones & Watt, 1999). This expanded model has particular implication for the emerging adult as college freshmen are in the "conventional stage" of moral reasoning and development (Duska & Whelan, 1975). During this stage individuals gauge morality by comparing their action to society's views and expectations despite the presence or lack of consequences. Individuals in this stage find it necessary to follow rules and societal norms because of the internal urge to have positive social relationships with others (Berk, 2007). In addition, it is during this phase of moral development when self-esteem comes into consideration and plays a factor in the individual's decisions (Berk, 2007). College freshmen,

who are in the initial stages of emerging adulthood, struggle with less strongly developed levels of self-esteem. Therefore, they base their decisions not only on society's preset ideas, but also on their internal drive for positive social relationships. Students in the beginning stage of emerging adulthood are working on developing a strong sense of self-esteem through which they will be able to base more of their decisions on what they themselves believe to be correct and on their personal values, rather than focusing solely on what they see as society's views.

When discussing moral development in conjunction with alcohol use, self-esteem is often the subject used to tie the two concepts together. Lewis, Phillippi, and Neighbors (2007) found that, in the college population, the higher the level of moral and values based self-esteem an individual holds, the less drinking behaviors in which the individual was engaged. Furthermore, the study found that the social effects of alcohol less motivated those students to drink who based their self-esteem on personal values and morals. Overall, Lewis et al. demonstrate that the connection between morality and alcohol use among the emerging adulthood population is strongly influenced by self-esteem and personal values, both assisting the individual in making independent choices and decisions.

### **Rationale**

Alcohol consumption by college and university students in the United States has increased in quantity and frequency over the past five years. With this increase, there has come evidence of a rise in negative consequences of alcohol misuse. To help reduce these problems, colleges and universities nationwide have begun implementing alcohol programs for their undergraduate students. The vast majority of the established programs are intervention programs for students who have previously displayed dangerous drinking habits, often through judicial violations. Research shows that preventative program models, as compared to intervention

programs, have a tendency to encourage and provide longer lasting changes in individuals and groups (Moritsugu, Wong, & Duffy, 2010). Thus, a preventative program model has been used as the foundation of the following alcohol program in order to address the misuse of alcohol among the emerging adulthood population, and specifically with college freshmen.

This preventative program is designed for emerging adults who, in addition to their transition to college, are in a life transition marked by exploration, experimentation, emotional and social challenges, and apprehension and anxiety (Arnett, 2000; Ross et al., 1999). The misuse of alcohol is specifically important to address at this stage of life because of the complexities and challenges of this transitional process for the emerging adult. A biopsychosocial perspective suggests that there is a number of components embedded in this complex transition, most significantly the social environment of the entering freshman. This perspective allows the important dynamics of the emerging adult transition to be captured within an alcohol preventative program.

Specifically, in the small college setting, the social environment and its influence on this population's drinking behaviors are best addressed through the community feeling at these institutions, and also through the hands-on attention students are provided on a smaller campus (Hyman & Jacobs, 2010). While a large university setting may have more resources as compared to a small college, it does not often have the same structural resources that permit individualized attention for its students. It is with this individualized attention that the emerging adult can better focus on the integration of social influence and personal values during the time of transition and challenge.

In this Comprehensive Alcohol Prevention Program, CAPP, the unique emphasis on social environment is evident through group activities and discussions which directly target the

emerging adult's peer development and cultural understanding. Motivational interviewing's strategy of emphasizing personal choice and control (Miller & Rollnick, 2002) supports students' growing sense of autonomy in making choices that are consistent with their values.

Additionally, the biological and psychological components of alcohol consumption are incorporated in the strategies related to psychoeducation in the program meetings, value- and moral-based discussions, and integration with campus counseling center and community referrals. Further, the strategies of motivational interviewing have the ability to enhance individuals' intrinsic motivation directly targeting emerging adults' development of differentiating themselves from the social and cultural influences around them.

It is anticipated that a comprehensive preventative program model will facilitate the transformation of the emerging adult during their transition to college life. The next chapter presents a programmatic approach based on literature regarding the biopsychosocial development of the emerging adult and literature regarding the motivational interviewing framework.

## **Chapter 2: Programmatic Elements**

This preventative program model, CAPP, has been designed to address the misuse of alcohol among college freshmen. The program places on emphasis on the integration of pertinent knowledge regarding the social component of the emerging adulthood population. The program specifically focuses on college freshmen because of the higher risk for this group of developing habits of binge drinking as compared to those in their later years of college (LaBrie et al., 2006; Masten et al., 2009). This risk occurs for a number of reasons, the primary being that the freshman year simultaneously involves the transitions into both college life and the emerging adulthood phase of development.

The specific intervention strategy for the preventative program was informed by Miller and Rollnick's (2002) motivational interviewing and its use of targeting personal values in a socially influenced setting. By incorporating the motivational interviewing approach into a preventative program, the focus becomes one of encouraging and establishing longer lasting changes for the emerging adult. This is accomplished through the program's use of value-based exploration, integration of Prochaska and DiClemente's (2005) stages of change, and social and environment influences.

This chapter begins with an in-depth discussion of the motivational interviewing approach. Motivational interviewing strategically informs CAPP through the significance it places on the individual's personal motivation to change within a collaborative environment. This chapter concludes with a review of three alcohol preventative programs that have been previously used in a college setting. These programs are referenced here because they targeted the freshmen population and they have contributed significant elements that are incorporated into the design of this program. These elements include: the inclusion of a motivational interviewing



frame; group discussions; brief psychoeducation on negative consequences of drinking; understanding of social and cultural norms on a college campus; and integration of several intervention strategies.

### **Motivational Interviewing**

Motivational interviewing was chosen as a strategic foundation for this program because of its proven effectiveness in its application to the substance abuse population, with the young adult population, and most importantly with the population of college students using alcohol (Baer, Kivlahan, Blume, McKnight, & Marlatt, 2001; Borsari & Carey, 2000; Larimer et al., 2001; Miller & Rollnick, 2002; Roberts, Neal, Kivlahan, Baer, & Marlatt, 2000). Motivational interviewing, as developed by William Miller and Stephen Rollnick, is a process that involves a collaborative relationship between client and therapist, a belief that clients hold resources and motivation to change, and the affirmation that clients are autonomous and make their own decisions. These three components inform the therapist's approach of working to resolve ambivalence and engage their client's inherent motivation to change by amplifying discrepancies between behaviors and values. Within motivational interviewing, the change process is seen as the path clients take in order to implement a positive change in their lives.

Specifically, motivational interviewing is defined as "... a client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence" (Miller & Rollnick, 2002, p.25). Within this frame there are four general principles that guide the use of motivational interviewing techniques and interventions. These principles are: (a) express empathy, and therefore express acceptance for the client, the client's perspective, and the client's situation; (b) develop the "...discrepancy that underlies the perceived importance of change..." (Miller & Rollnick, 2002, p.22) by exploring how clients are currently

behaving/living and how they want their lives to be; (c) roll with resistance in order for clients to alter their reluctance to change; and (d) support self-efficacy through enhancing clients' confidence in their ability to change.

Motivational interviewing is independent of, but consistent with, Prochaska and DiClemente's (2005) stages of change model. The five stages include: (a) the precontemplation stage, (b) the contemplation stage, (c) the preparation stage, (d) the action stage, and (e) the maintenance stage. Motivational interviewing believes that individuals are at different stages of readiness to change, and that within each of these stages there are specific motivational interviewing techniques that can be used in order to assist the client to move into the next stage of change (Miller & Rollnick, 2002). It is especially relevant during the contemplation stage of change which is categorized by ambivalence regarding change. The emerging adult's current stage of change influences his/her ability and motivation to change and form new alcohol use behaviors.

The motivational interviewing approach provides a conceptualization of the intervention strategies incorporated within the cultural and contextual environment of the program. By becoming aware of and understanding personal values, individuals are more likely to behave in a manner that is congruent with their beliefs (Miller & Rollnick, 2002), and they are then less prone to be pressured by the social and cultural influences of the environment. The motivational interviewing ideas of collaboration, evocation, and autonomy promote the college freshmen to explore their values and formulate a comparison of those values with their alcohol use. For example, Miller and Rollnick note that if there is a discrepancy between values and alcohol use, motivational interviewing can be helpful by bringing into focus that discrepancy in order for the individual to slowly change their drinking behaviors to more value consistent behaviors. The

emerging adulthood literature indicates that college freshmen rely heavily on their surrounding social environment to help them make decisions and help form their identity. Motivational interviewing would help this process by bringing attention to both individual values and behaviors influenced by peer pressure and college norms regarding drinking. Specifically, by using a motivational interviewing frame, students are encouraged to use personal values to make decisions, especially regarding alcohol use, rather than conforming to their social environment. Because of the influence the social environment and cultural norms have on the beginning stage of emerging adulthood, providing accurate social and cultural norm education can aid in reducing the social influence of alcohol consumption.

While there is limited research on the effectiveness of motivational interviewing within a group setting, there is research that appears to endorse this approach as a compatible option for groups, and specifically groups that focus on alcohol consumption. An example of one such study is that described by LaBrie et al. (2009). Their research demonstrated reduced drinking levels among female college freshmen following a group motivational interviewing intervention. The study involved 285 female freshmen voluntarily participating in an online and group intervention program. The participants were randomly assigned to either a control group or an intervention group. The control group format consisted of an online pre-intervention questionnaire, a group session held within the first few weeks of the fall semester, and then 10 weeks of online follow-up assessment. The group session for the control group included 30 minutes of assessment only and consisted of individually filling out an alcohol use assessment and questionnaire without group discussion. The intervention group format consisted of the same online pre-intervention questionnaire, a group session held within the first few weeks of the fall semester, and also 10 weeks of online follow-up assessment. However, the group session for

the intervention group was different from the control group. The intervention group session lasted approximately two hours and included motivational interventions within the following components: the same alcohol use assessment and questionnaire as used by the control group, but with a group discussion following the questionnaire completion; group discussion on alcohol expectancies; normative feedback; presentation on alcohol information; group discussion on women's specific reasons for drinking; decisional balance work based on reasons for change and reasons not to change in regards to drinking behaviors; and setting personal behavioral goals. Overall, at the completion of the 10-week follow-up assessment time, the participants in the intervention group showed a noticeable decrease in drinks per week and decrease in heavy episodic drinking events as compared to the control group participants.

### **Illustrative Examples of Programs**

The following three illustrative examples are presented here as they incorporate the use of motivational interviewing in the college population, both with and without the involvement of psychoeducation. There was a lack of literature on alcohol prevention programs established in a small college setting. Although the three programs were introduced in a large university setting, each has elements that are also incorporated in this small college preventative program.

**Example 1: Heads UP.** This is a college alcohol awareness program designed by LaBrie et al. (2006) for on-campus college freshmen males attending a large western university. The goal of the program was to encourage and support students in practicing safe drinking behaviors. The program consisted of 120 students who voluntarily participated in a group intervention that focused on campus social drinking norms, and the pros and cons of drinking. Taking place throughout the fall semester of the freshman year, the program used a motivational interviewing framework in a small group context. Masters and doctoral level motivational

interviewing-trained facilitators led the group meetings. During the initial group meeting the participants completed a questionnaire on individual assessment of current drinking behavior and attitudes toward drinking. The initial sessions also included: students tracking their drinking behaviors from the previous three months; estimating as a group the social norm of drinking on campus; discussing the types of incidences of alcohol-related negative events on campus; discussing the normative drinking data presented by the facilitators; generating as a group a list of pros and cons for drinking; and setting personal drinking goals for the next three months.

After the initial group session, each participant was given a diary in which they tracked their drinking behaviors. For three months, they used this diary while also individually meeting with a facilitator at the end of each month to discuss the diary information. This discussion also included going over the student's drinking behaviors, and examining their successes and failures based on their established personal goals.

The study's results, published in 2007 by LaBrie, Pederson, Lamb, and Quilin, were found by examining four drinking variables: (a) total drinks per month, (b) drinking days per month, (c) average drinks consumed per occasion in each month, and (d) maximum drinks consumed in one time in each month. Specifically, results were examined with regard to alcohol consumption changes due to the influence of personal values in alcohol consumption, and on changes in alcohol related violations on campus. At a five-month follow-up, the overall results found a reduction in drinking and a reduction in alcohol violations on campus. From use of the Readiness to Change scale (LaBrie et al., 2007), the researchers also found an increased motivation to change following the completion of the program in the participants who were consuming the largest amounts of alcohol. The researchers believe this influenced the students' decrease in alcohol use. The researchers concluded that their results indicate an effectiveness of

their interventions on alcohol consumption in college students (LaBrie et al., 2007).

There are numerous elements in the Heads UP program that have significance for the development of CAPP for this dissertation project. These include attention to the college freshmen population, use of group interventions within a motivational interviewing frame, incorporation of brief psychoeducation regarding the negative consequences of drinking and the influence of social norms. The particularly significant aspect of this program is the incorporation of brief psychoeducation within the motivational interviewing framework. When alcohol psychoeducation is presented alone, it has limited impact on the reduction of alcohol consumption (Donohue, Allen, Maurer, Ozols, & DeStefano, 2004; Walters & Baer, 2006). However, as LaBrie et al. (2007) indicate, alcohol education as a brief program component suggests positive effects on alcohol misuse.

**Example 2: SAP/PAN.** Stamper, Smith, Gant, and Bogle (2004) describe a program that focused on all first-year college students during the fall semester at a large southern state university. Its goal was the reduction of drinking among all college students. There were 1,411 students in the university freshmen class, and there were 874 students included in the final study as they had completed the research surveys. The program began with a self-report survey that was given out at the first University 101 class of the fall semester. This was a class designed by the university to help ease the transition from high school to college. The self-report survey focused on quantity and frequency of drinking, self-reported alcohol-related problems, and perceptions of alcohol used by peers. One month after the survey was given, half of the freshman class took part in a Standard Alcohol Programming (SAP) class during a single University 101 class meeting. Included in the study data were 472 of the students. The SAP intervention lasted 30 minutes and included interactive presentations by trained student leaders

focusing on value clarification and the risks and consequences of alcohol use, and exercises such as using beer goggles. Three student leaders, affiliated with the university alcohol and drug education program, were trained with manuals and several hours of supervised practice during a weekend retreat. The second half of the freshman class took part in the Perceptions of Alcohol Norms (PAN) intervention during a single University 101 class meeting at the beginning of the fall semester. Of the class, 402 students were included in the study data. The PAN intervention, which lasted 45 minutes, included the SAP intervention combined with other interventions designed to change perceptions of alcohol norms. These interventions included: students listing reasons for drinking; graphing their own quantity and frequency of drinking; and graphing their perception of peers' quantity and frequency of drinking. This was followed by a group discussion regarding the mean quantity and frequency of drinking reports from previous on-campus surveys and how those means compared to the students' perceptions. After one month following the SAP/PAN interventions a follow-up survey was given to students regarding alcohol use. The follow-up survey was the same as the survey given out at the start of the interventions, and measured quantity and frequency of drinking, self-reported alcohol-related problems, and perceptions of alcohol use by peers.

While Stamper et al. (2004) indicate that there is limited validity for the interventions based on social norming theory, their study did find that the Perception of Alcohol Norms (PAN) intervention resulted in more accurate estimations in perceptions of peer drinking than the Standard Alcohol Programming (SAP) intervention. Despite a more accurate perception in peer drinking amounts, the researchers found "minimal differences" in self-reported drinking (Stamper et al., 2004). The study did conclude that the incorporation of an assessment of norm perceptions might be useful as a component of an alcohol program. While there are numerous

important elements of this program, such as involvement of the entire freshman class and the incorporation of student peer leaders, the incorporation of the social norming theory within the program is the most significant element within this program example for the development of CAPP for this dissertation project. The inclusion of the norm perceptions as a process strategy is consistent with the literature's evidence regarding emerging adults and their tendency to be influenced by their social and cultural environment.

**Example 3: Brief MI.** Michael, Curtin, Kirkly, Jones, and Harris (2006) describe a set of three pilot studies that took place in a large southern university setting, during the semesters of fall 2003, spring 2004, and fall 2004. These studies were based on the use of brief group motivational interviewing interventions, and involved 91 freshmen participants in the three trail studies. The participants in the studies were college freshmen attending freshmen seminar programs at the university (classes designed to enhance the college experience, to increase retention, and to address potential pitfalls of college life before they become problematic; Michael et al., 2006). The instructors of the freshmen seminar programs were approached to participate in the studies, and of those instructors who agreed, their students were provided informed consent to also participate. Each freshmen participant completed questionnaires on demographics, self-report data on drinking and alcohol-related problems during the past 30 days, symptom checklist, and personality traits. Following the assessment period, the students took part in a motivational interviewing-style psychoeducational intervention, which was conducted by motivational interviewing facilitators. These facilitators were experienced therapists with considerable motivational interviewing training, two formally trained by Miller and his associates. The intervention consisted of two 50-minute sessions with the fall 2003 and spring 2004 participants, and one 75-minute session with the fall 2004 participants. These group



psychoeducational sessions were non-manualized and involved the primary discussion activity of examining “the pros and cons of alcohol use from a student perspective with a decisional balance paradigm” (Michael et al., 2006). Specifically, students were asked to brainstorm the positives and benefits of alcohol use, along with the negatives of alcohol use. During the discussion process, the facilitators responded within a motivational interviewing frame, as per the training. For example, they responded to process with empathy and not with confrontation or judgment. Also, the motivational interviewing principles of nonlabeling, creation of discrepancy, developing confidence, and rolling with resistance were used throughout the group. There were numerous opportunities for psychoeducation to take place within this group setting, including asking questions about risk factors or health concerns. The concluding activity of the intervention was a group discussion on perceptions of alcohol use among college students. Following the completion of the program, all participants were contacted between 30 and 45 days later for follow-up assessment focusing on amount of drinking post-intervention, and self-reported alcohol problems.

As this study found, there were many opportunities for the facilitators to incorporate psychoeducation with the freshmen students, particularly when the students asked questions. The findings indicate that the sessions did not appear to be framed as lectures to the students, but as group discussions in which psychoeducation and motivational interviewing were combined. With a combination of the two elements, the study’s authors indicate a reduction in participant drinking 14 days following the postintervention. The element of the Michael et al. (2006) study that is most significant for the development of CAPP for this dissertation project is the integration of psychoeducation within the group format. This was a supplementary component to the motivational interviewing strategies of the group intervention, and as the study suggests

has a positive effect on students' alcohol misuse.

### **Chapter 3: Program Design**

This chapter presents the Comprehensive Alcohol Prevention Program, CAPP, which is designed to effectively target the misuse of alcohol among college freshmen with the expectation of both reducing alcohol consumption and facilitating the students' transition into college and adulthood. With the importance of the social component in the emerging adult's life, the interventions are primarily designed to be used in a group format. Within this setting, specific interventions are outlined that target the various dynamics of alcohol consumption and emerging adulthood, the exploration of personal motivations and values with their issues of choice and responsibility, and the impact of the social and cultural influences on alcohol use.

The chapter begins with an overview of the strategic approach to this preventative program model. It is then followed by a description of the interventional strategy of psychoeducation, which is incorporated into the motivational interviewing approach. The essential ingredients of the preventative program are then described. This includes a description of the program's mission, the context of the program setting, staff and training involvement, resources available to the group facilitators, funding methods, the structure and curriculum, and the program evaluation process. This chapter is designed to provide a structural outline for a preventative program which is grounded in the theoretical approach of the biopsychosocial view of the development of the emerging adult and the strategic approach of motivational interviewing.

#### **Strategic Approach to CAPP**

The motivational interviewing framework is incorporated into the design for this preventative program because the structure and application of motivational interviewing are suitable to the emerging adulthood population within a small college setting (Miller & Rollnick,

2002). Motivational interviewing provides the strategic approach necessary for an effective program through the use of collaboration, motivation to change, autonomy, and values-based exploration—all of which are important ingredients in the emerging adult's life, the transition to college, and the use of alcohol. Also, in an integrated fashion the interventions of motivational interviewing are incorporated with brief psychoeducation on alcohol use and misuse. As research indicates, when used in conjunction with other interventions, psychoeducation can have a positive effect on individual's behaviors (LaBrie et al., 2007; Martin, Giannandrea, Rogers, & Johnson, 1996). The interventions of motivational interviewing and brief psychoeducation are specifically designed to be used in a group format. The group process is intended to acknowledge the significance of the social impact on the emerging adult and the related influence of alcohol use within this population. Most importantly, the group format of the program is designed as a preventative program model. Thus, this comprehensive program is unique from previously established college alcohol programs in several ways. It is preventative, it uses motivational interviewing in a group format, it targets alcohol misuse within the emerging adult population while incorporating the important biopsychosocial aspects of this developmental stage, and it focuses on the emerging adult's social and cultural environment as the primary influences of alcohol use.

### **Psychoeducation**

There have been many instances where psychoeducation has been used as a component of alcohol programming in the college setting (Croom et al., 2009; Michael et al., 2006; LaBrie et al., 2006; Stamper et al., 2004). This psychoeducational component can include many areas of information, such as attention to the risks and consequences of heavy alcohol use, the specific amount of alcohol that comprises one alcoholic drink, the meaning of blood alcohol

concentration (BAC) level, the health dangers of continued heavy alcohol use, biological factors for influence of use, cultural and social norms, and the meaning of alcoholism and alcohol dependency. This wide range of information can be presented in either an individualized manner or in a group setting. Research indicates that the use of psychoeducation as a component of alcohol programming can result in positive drinking outcomes for college students (Michael et al., 2006). However, research also indicates that, when used as the sole component within alcohol programming, results do not indicate a reduced level of student drinking (Donohue et al., 2004; Walters & Baer, 2006).

The integration of psychoeducation into CAPP involves the use of knowledge on a variety of areas of alcohol use. These include information on the consequences and health risks of prolonged heavy alcohol use, the impact of cultural and social norms on the small college campus, and personalized BAC information. It is intended that this information will be presented at specific times during the group meetings, and at those times when the students ask specific questions focusing on a topic of alcohol education. The important aspect of the inclusion of psychoeducation is that it be located in a group format with the encouragement of discussion and questions, and that it involves motivational interviewing techniques that provide empathy without confrontation or judgment. In order to provide students with information that will help them form and establish their personal values regarding alcohol use within the socially influenced environment of small colleges, it is intended for psychoeducation to act as an intervention component within the motivational interviewing framework.

### **Philosophy/Mission**

With the level of college alcohol consumption increasing over time, and the negative consequences for students increasing (NIAAA, 2007), it is important to develop useful

preventative programs targeting alcohol use on college campuses. The small college campus has been identified for this preventative program because of a lack of explicit conceptually based comprehensive preventative programs on these campuses, as well as the collaborative and supportive nature of the overall environment. It is believed that this encouraging environment will effectively serve the emerging adult students, and assist them in making desired behavioral changes based on personal values and choice. Because research has shown that an abstinence approach to alcohol use is ineffective for the college student population (Marlatt, 2001), a harm reduction approach to drinking is being implemented in the hopes that participating students will reduce their heavy alcohol use. It is believed that motivational techniques and interventions within a group setting, combined with individualized attention to each first year student, will benefit the individual student, as well as the college community as a whole. The overall goal is to make individuals and the college environment healthier and safer within a supportive community environment.

### **Context**

This preventative program is designed for implementation on a small college campus. Although all small colleges are unique in their allocation and use of resources, as well as delivery of services, there are general components of this preventative program which may be applicable across all institutional contexts and are appropriate for first year college students. This includes the size of the student groups, number of group meetings and the duration of those meetings, and the timing for the start of the program within the first semester. While CAPP lies within an academic context, with length, location and content of group meetings, it is integrated within the campus community context through involvement of the campus counseling center in maintaining responsibility for the running of the program and for the supervision of the group

leaders. The literature on small colleges indicates that the program can easily be accommodated by the campus's close community feeling and the large presence of the counseling center on the campus (*College Board*, 2011; Hyman & Jacobs, 2010). This campus community context allows for the specific needs and resources of each institution to be identified and incorporated into the preventative program (SAMHSA, 2009), enabling the positive outcomes to be experienced both within the college community and within the surrounding community in which the college is located.

### **Resources**

**Staff.** Because CAPP is formed on the basis of understanding motivational interviewing and its interventions within a group setting, it is believed that the most appropriate staff would consist of trained mental health clinicians. As part of their formal training, clinicians have received training and supervised experience on group leadership and the dynamics of group work, along with educational and clinical training on motivation interviewing. It is assumed that mental health clinicians that are familiar with the integration of theory and practice would specifically be experienced with conceptualization, alcohol use information, impact of social influences, group processes, and assessment and referrals. These areas of clinical work are essential to effectively delivering the components of the preventative program.

Because of the financial difficulty a small college may experience in staffing for this program, a reasonable option includes involvement of graduate level student trainees. These individuals are clinically trained, often have limited interactions with the overall student body so there is low risk of dual-relationships, and can benefit from supervised in-field training. The college can use students from its own graduate program, or can establish an affiliation with a local graduate school program. If staffing for the program came from graduate students, there

would need to be a direct supervisor who oversees the implementation and responsibility of the program, and also training and supervision of the group leaders. This individual would be a clinical staff member from the campus counseling center and would represent a direct connection to the counseling center. This connection would in turn make for a smoother referral process for group members.

**Training.** As previously mentioned, the group leaders would presumably already have background training in group dynamics, group leadership, group theory, and motivational interviewing. However, training prior to the implementation of the program would focus on information about the emerging adult stage of development and on motivational interviewing techniques, the two important facets of the preventative program. By concentrating on these areas within the training, the group leaders will have a clearer understanding of the integration of these in the program, and it is anticipated that they will develop a more comfortable attitude with using the motivational interviewing techniques. Training would also include information on the structure of the group meetings, and the rules and procedures of the specific institution, such as consequences of alcohol use on campus. Training on the structure of the program model consists of the curriculum sequencing, direction on interventions and exercises within the group, and also the information presented in the group meetings. The training process would be led by the supervisor from the counseling center and is to be conducted as a group format, in order to reduce overall training time and also to encourage learning and support between group leaders.

This training would take place preferably at the end of the summer, prior to students returning to the campus for the academic year. This would enable enough time to be devoted to training for this program without the interference of other responsibilities once the academic year begins. Also, this enables questions and discomforts to be addressed without rushing to begin



the program.

**Support.** To assist group leaders in becoming familiar with the structure of the proposed program, some resources are suggested. Both the U.S. Department of Health and Human Services (HHS; <http://www.hhs.gov/>) and the National Institute on Alcohol Abuse and Alcoholism (NIAAA; <http://www.collegedrinkingprevention.gov/Default.aspx>) have excellent suggestions for readings and research in which the primary topic is alcohol use on college campuses.

During the course of CAPP, group leaders will participate in group supervision led by the supervisor out of the campus counseling center. These group supervision sessions will meet weekly and will be structured in a manner that is supportive to the group leaders and their experiences within the group meetings. This would be a time where difficulties that have arisen can be discussed and problem-solved over, and also a time where successes and positive experiences can be shared. While there is an option for supervisors to conceptualize the supervision as a parallel process to the group meetings, it is not necessary. For example, the supervisor might find it beneficial to conduct the group supervision sessions consistent with the motivational interviewing framework, congruent with the approach utilized by the group leaders with the students. No matter how the supervision is framed, the necessary elements to achieve are that of the supervisor giving advice and support, and also the other group leaders providing support to each other as well. It is anticipated that the supervision format will establish a network that the group leaders can use between group supervision sessions.

**Funding.** An important aspect of CAPP is that of funding. In many small college settings, financial resources are limited with a number of essential college departments asking for more finances. If this program is run with the use of graduate level trainees supervised under a

counseling center clinician, salaries for additional staff members are not necessary, therefore eliminating the need for increased funding. If the college chooses to provide salaries to the group leaders, there are state and federal grants that the counseling center can apply for in order to help cover these costs. Such grants can be found at the U.S. Department of Education (<http://www.ed.gov/fund/landing.jhtml>, <http://www2.ed.gov/programs/dvpalcoholabuse/index.html>, or <http://www.higheredcenter.org/grants/>), and at the U.S. Department of Health and Human Services (<http://grants.nih.gov/grants/oer.htm>).

### **Structure**

**Group composition.** There are important factors which need to be taken into consideration when the college is forming the student groups of CAPP. The first factor is gender and this primarily becomes an issue in terms of numbers in the group. It is suggested that the groups retain as even as possible amounts of males and females in order for the best balance to occur. However, if an even balance is not possible, the groups should consist of more women than men. Research suggests that when there are more men in a mixed gender group, women become less active than the male participants (Yalom, 1995). With a balance of genders in the groups, there will be equal opportunities for students to learn from the other gender while hearing each other's experiences. When considering the social environment as the primary influence for the emerging adult's alcohol use, it is beneficial for groups to be mixed gender in order for this full influence and impact to be understood and therefore challenged. The second factor is that careful attention needs to be taken when placing individuals from the same residential hall in groups. It is preferable that individuals who live on the same residential floor not be placed in the same group. This allows for free discussion to occur without students feeling they need to censor their experiences of life in the dorms. This type of composition

promotes a free and open space where students can share not only without compromise, but also without the fear of peer rejection, which is a strong aspect of the emerging adult's social environment.

**Group size.** Because the purpose of this preventative program is the harm reduction of alcohol use through individualized attention, it is important that the student groups stay small in order for the individualized attention to stay in place. As literature indicates (Yalom, 1995), the ideal group size is between seven and eight members. It is suggested that the student groups of CAPP stay within that limit. This size of group will allow students to have sufficient individualized attention by the group leader, will encourage individual learning and growth, and will promote group member participation in the group meetings.

**Group meetings.** Harm reduction research on drinking has now shown that fewer meetings that are short in time span have positive effects on the frequency and amount of alcohol use for college students (NIAAA, 2007). For this reason, CAPP has a design of five group meetings, each having its own structure and curriculum. All meetings are one hour long, consistent to the time length of other college courses, are weekly, and run for five consecutive weeks. At times there are small homework assignments, typically taking approximately 15 to 30 minutes, which students are asked to complete between meetings. The class meetings are scheduled for during the school week, similar to academic courses. These meetings will take place in small academic rooms in order to protect confidentiality, which will promote open group discussion. Follow-up meetings with students are planned for three and six months after the five meetings.

**Start date.** Because this program is a preventative model, it is necessary to implement it for first year students at the start of the school year. The groups should begin within the first

month of the academic year. This then allows the program to target students prior to the formation of college drinking habits. Also, an early starting date allows students to meet others who are in a similar situation to their own. As previously mentioned, it is understood that individual friendships may form out of the groups. The emerging adult seeks to create friendships based on similarities (Borsari & Carey, 2001; Myer, 2007; White & Jackson, 2005), and it is anticipated that the group composition, size, and starting date will encourage these friendships to be healthy and meaningful.

### **Curriculum**

There are five group meetings structured into the program design, each having their own individual curriculum. There are exercises, group discussions, and small homework assignments built into the meeting times. The sequence of the meetings follows the specific order of an introduction to the meeting, the covering of content, completion of exercises, and a group leader summary of the meeting. While within the meetings there is a specific sequence with related interventions and exercises to be used, it is understood that each group leader has an individual style that varies the manner in which each topic is presented and discussed.

The purpose of the curriculum is to provide a straightforward approach and strategies to be used with first year college students. This involves a sequence of topics that move from the general to more specific. It is anticipated that, over time, students will begin to more autonomously explore what alcohol use means to them and what value it holds within their lives. This will be accomplished through such elements as group discussion based on brief psychoeducation of alcohol and its use on the specific campus that is conducting the program, motivational interviewing strategies focused on values based work and exploration of motivation to change, homework assignments designed to have students think about their alcohol use on an

individual level, and group discussions regarding social influences in the emerging adult environment. For an outline of the curriculum and meetings, see Appendix A.

**Meeting 1: Introduction.** The initial meeting of CAPP is designed to take place during the first week of academic classes and is focused on forming a group, joining together as a group, and introduction to the group process. This meeting is intended to be only introductory because of the high likelihood that students will not completely retain information this soon to the initial transition to college life. With the immediate changes and possible challenges that the emerging adult is facing at this time, only general information about the group meetings and the process is suggested to take place.

The meeting specifically involves group member and leader introductions, an explanation of the group parameters and process, with specific attention given to the development of a safe environment for sharing, discussion and change, a discussion on roles of the group leader and group members, respect and confidentiality, and a highlight of the purpose of the group, specifically on accepting responsibility for one's self and to learn to begin making independent decisions that are congruent with personal values. Also discussed is the group content, such as emerging adulthood, psychoeducation, values work, and social environment.

During this initial meeting there is an assessment phase that involves the students completing the Alcohol Use Disorders Identification Test (AUDIT). This instrument (see Appendix B) is used to measure alcohol use and identify those students whose use may be at, or close to, the dangerous level. This measure takes approximately five minutes to complete and five minutes to score. The group leaders will score the AUDITS between the group meetings to better understand the levels of drinking of the group members, and to determine if referrals need to be made to the campus counseling center for those who may be at the high risk level. When

referrals are needed, the group leader will meet individually with the student to encourage contacting the counseling center for individual therapy in order to address the heavy use of alcohol. It will not be mandatory for the student to begin any type of treatment, but will be important for the student to continue being involved in the group meetings. This is because the purpose of the group meetings is to encourage, clients to begin thinking about, and then when ready, to begin making changes to their alcohol use. To mandate the student into treatment would ignore the program's purpose by forcing the student to make changes he is not ready to make.

Following the completion of the AUDITS, the group leader answers any questions the students may have regarding the group and the process, and ends by summarizing the meeting. This summary will focus on the individual's role within the group process while focusing on the theme of alcohol misuse.

**Meeting 2: The Basics.** This meeting is based on providing brief psychoeducation to the students about alcohol, its use, and its consequences, in a group discussion context. The purpose of this meeting is to provide the foundational knowledge that emerging adults need in order to make more informed and non-biased decisions about their alcohol use. Without this general knowledge of the subject, individuals may have a difficult time deciding to make changes, or even how to make changes in their lives. By incorporating alcohol use information within emerging adulthood information, the first year students are given a tailored explanation of what alcohol use and its consequences looks like in their unique developmental stage within the social environment of the small college context. Also, research has shown that psychoeducation within alcohol programming is an effective component for overall effectiveness (Michael et al., 2006).

The meeting begins with a group discussion of the positive and negative effects of

alcohol use. For instance, an example of a negative effect is that heavy alcohol use can lead to legal problems such as campus judicial difficulties, fines, or even jail time. However, on the opposite side alcohol use can help a student by enabling him to talk to a female he is interested in by lowering his inhibitions and making him more comfortable. By including both positive and negative effects within the discussion, the leader is not pushing one side of the argument more, which in a motivational interviewing frame will assist individuals in making autonomous decisions about their use. It is important for the group leader to not advocate for one direction over the other, because if this occurs, those individuals who are within the precontemplation and contemplation stages of Prochaska and DiClemente's (2005) stages of change will push for the opposite side of the argument.

Following the discussion of positive and negative effects, the leader presents to the group the risks of drinking, both medical and safety. This psychoeducational information provides a transition to the distribution and explanation of blood alcohol concentration (BAC) cards, the differences between male and female alcohol use and metabolism, and explanation of the biophasic response to alcohol. Presenting this information to students may appear very formal, so it is important to attempt to engage the group members throughout the psychoeducational intervention by encouraging questions and stories.

The next portion of the meeting is a discussion of the AUDIT scores from the previous meeting. After returning the AUDITS to the students, and in order to maintain a motivational interviewing frame, leaders will not require that students share their scores with each other, but will base the discussion on reactions to scores and what individuals think these scores mean to them. By doing this, the idea of forming behaviors that align with personal values begins to take shape. The ideas of social and peer influence can also be integrated into this discussion in the

form of possible causes for scores to be higher than expected or desired, in the anticipation of the students forming initial discrepancy between values and influences of personal alcohol use.

Before students leave, the Alcohol Quiz (see Appendix C) will be given to them to complete as homework and return the following meeting. This quiz is designed to help students gauge their knowledge about alcohol and its use, which has hopefully increased after the group discussions of this meeting. Similar to the first meeting, the group leader will end by summarizing the meeting. For example, the leader might focus on individual contributions during the group discussion of positive and negative effects of alcohol use.

**Meeting 3: Social Influences.** The focus of the third meeting is on the social and cultural influences of alcohol use within the emerging adult population. This is discussed with the students because this preventative program takes the stance that this is the primary influence on emerging adults' alcohol use. By devoting a group meeting to this topic, the importance of the issue is presented fully with opportunities for the students to ask questions and better understand the dynamics of the social environment on their campus.

The meeting begins by going over the Alcohol Quiz homework and providing the correct answers. By allowing the students to correct their work, it is anticipated that group discussion will emerge around any questions they have about the alcohol information. Following the review of homework, a group discussion of the emerging adulthood phase of development will take place, including instability within the stage, self-focus, feeling "in-between," and exposure to new possibilities. This psychoeducational discussion then moves into the element of social and peer influence, specifically about alcohol social and cultural norms at college and on the present campus. This group discussion will provide attention to cultural and social norms through the presentation of national and campus alcohol information, and it will also encourage



the students to begin looking at the social and personal influences that may be contributing to their own alcohol use. As mentioned previously, social and cultural norms often play a major influence in college students' alcohol use and patterns (Brown et al., 2009; Miley & Frank, 2006; Myer, 2007). By including the norms information in the group meeting, it primarily targets the initiation of students' identity exploration and development within a social environment. Within this discussion, as is the case with all group discussion, the leaders maintain the motivational interviewing stance of respect and non-judgment towards the students.

Another component of social influences that is presented to the students during this group meeting is that of the development of social relationships and the involvement of peer influence. Discussing with student the main points of social relationship development, such as conforming with the group to reduce the chance of being rejected (Borsari & Carey, 2006) and the tendency for emerging adults to seek and create friendships based on similarities (Myer, 2007; White & Jackson, 2005), brings a deeper understanding to the student about the influences and persuasion of the social environment, and therefore initiates the personal development of autonomous choices outside the context of social influences. It may be beneficial at this time to incorporate the discussion of alternative extracurricular campus activities for those students who desire to create peer relationships based apart from alcohol use.

Following the social component discussions of the meeting, the work on values and motivation to change begins. This is accomplished through an introduction of values and how they influence individuals, and the distribution of the homework assignment (see Appendix D for the value sheet) for students to complete and return the next meeting. This assignment is a strategy based on the motivational interviewing ideas of encouraging students to explore their own values, to differentiate autonomous decisions from socially influenced ones, and also to

begin to move the direction of the group into exploration and change. Again the meeting ends with a summative statement from the group leader. For example, the leader might mention the occurrence of individual differences within the emerging adulthood population, and how those differences relate to the social influences of alcohol use.

**Meeting 4: Values.** This meeting focuses on exploring values, with an inclusion of developing motivation for change. One reason why the information in this meeting is coming later in the group process is because it is anticipated that the group will begin to bond and form relationships with one another that will encourage open and respectful discussions, even with difficult and personal material. This meeting may encourage especially personal information to arise, which in turn moves the group dynamic into a more personal realm as well. Understanding this aspect of the group process, it is necessary to maintain a safe environment for individuals who wish to share, and not mandate that everyone in the group participate in the discussion.

The first aspect of this meeting is to go over the assigned values homework, and within this discussion incorporate how current alcohol use and social influences correlate with the individual values of the group members. It may be that students have a difficult time doing this, since for most this is not a common thought process, particularly for the emerging adult (Masten et al., 2009). The group leader needs to be able to describe and explain how alcohol use may contradict the students' values, or perhaps how their alcohol use is consistent with their values. Following the review of the homework from the previous meeting, the barriers to reaching individual and personal values, including peer influence, environmental influence, and low motivation to change, are discussed. This discussion, similar to that during the previous meetings, will target the influences of peers and environment on the emerging adults' decisions and behaviors.

Working on how to overcome the barriers that stand in the way of values concludes this discussion. Motivational techniques used during this segment can include expressing empathy, autonomy building, looking toward future goals, rolling with resistance, and identifying contradictions in personal values and the life being lived. The purpose of this discussion is to engage the students in change talk that will then help motivate them to make changes in their alcohol use. In a group setting change talk can be especially helpful because it can encourage group members to take similar steps to others and make changes in their lives. Also, it enables students to not feel as though they are the only individual making changes; an idea taken from the social component of the biopsychosocial development of the emerging adult. For example, if a student is in the contemplation stage of change, hearing another student talk about change and how he plans on doing this can move the initial student into the preparation stage.

The meeting then ends with a statement from the group leader. For instance, regarding the individual's values as influenced by the social environment in regards to alcohol use. For the next meeting, students are asked to brainstorm some ways in which individuals can reduce their risks while drinking. This homework is given in order to move into the last session where these brainstormed ideas are shared with the group.

**Meeting 5: Wrap-up.** This final meeting acts as a wrap-up that focuses on safety and low risk drinking. The purpose of this meeting is to not only present safer opportunities for emerging adults when they decide to use alcohol, but also to have the students incorporate information from the previous meetings into new goals and future directions regarding alcohol use. The first half of this meeting serves as a conduit for students to present their independent ideas, showing their already developing autonomy, while the second half functions as a summative representation of the meetings as a whole.

The group leader initiates a psychoeducational based discussion on strategies to use for lower risk drinking. Since the program is modeled from a harm reduction perspective, and not from abstinence, it is important to discuss with the students ways in which they can be safer while consuming alcohol. It is necessary to focus on both male and female strategies for safer drinking; ideas such as always have a designated driver, never leave a female friend by herself, and alternate between alcoholic and non-alcoholic drinks. Examples of more strategies for lower risk drinker can be found in Appendix E. During this discussion, involvement of the students' ideas from their homework is important because they may have developed different strategies that work for themselves that have not been thought about by the leader or other students.

Following this discussion, the Decisional Balance Sheet (see Appendix F) is passed out for students to complete while in the meeting and then discuss after completion. The discussion of this chart can be general and broad, or can be more specific if students wish to share items they listed. It is important to not require that all students share because some may have had trouble identifying benefits and costs, specifically if they are in the precontemplation stage of change. In this stage, individuals may not only have difficulty identifying what they want to change or how to make those changes, but also identifying anything that is positive about change (Miller & Rollnick, 2002). During this discussion it is important for the group leader to continue in a motivational interviewing frame and express empathy, be non-judgmental, and encourage autonomy building.

To end the meeting, and the program as a whole, the group leader hands out the Goal Setting worksheet (see Appendix G) for students to begin completing. No discussion will take place with this, rather it is for the students to think about and use outside of the program meetings. At the end of the meeting, a discussion takes place on the group as a whole, the

leader's impressions and anticipations for the students, and the students' opinions about what they have learned. Another important aspect to include in this discussion is where the students want to go with the information they have learned about alcohol and about themselves. As previously noted, the emerging adult is in a phase of personal and social development where alcohol use in the college environment is a major component (Arnett, 2002; Brown et al., 2009). To ask the students to speak directly to how they want to move forward in this stage of development can be beneficial for them. The group leader will close with an overall statement of all the group meetings; how each individual brings different values and desires to the social environment of the group, and these differences determine each student's personal motivation to change their alcohol use.

### **Follow-up**

Following the last group meeting, a general evaluation, similar to other academic course evaluations, is distributed to the students for completion. This evaluation focuses on students' opinions of the program, the group leader, and the material covered. These student evaluations take place two to three weeks following the conclusion of the program. They are collected during individual meetings with the group leader and each freshman. These meetings are meant as individual follow-ups with each student to gauge current alcohol use while also providing a personal environment for the students to give feedback. This is also a time where group leaders can make referrals to the campus counseling center if necessary. The individual meetings with students are conducted following a short break from the program in order for students to have the opportunity to initiate changes in their alcohol use behaviors, or even begin to contemplate making changes. If these meetings are conducted too soon to the final meeting, the students are not given adequate time to internalize the presented information into a meaningful relationship

with themselves, which initiates the change process.

Aside from the follow-up after the last meeting, evaluations will also be completed by the freshmen at specific time intervals following their completion of the program. It is suggested that an evaluation be given at the end of the fall semester, and then at least once during the spring semester of the first academic year. These evaluations will focus on the students' alcohol use. Evaluations of this type will help determine the effectiveness of the preventative program throughout the first year of college. It is also an option to have further follow-up evaluations throughout the entire four years of the students' experience in the college, which will indicate long-term effectiveness of the program.

### **Evaluation**

A model for evaluation of CAPP for those who implement this alcohol prevention program on college campuses is proposed and based on both formative and summative evaluation methods. According to the W.K. Kellogg (2001) guidelines, a formative evaluation is based on how to improve the program, while a summative evaluation is based on proving whether the program worked the way it was designed to. By exploring both types of evaluation processes for this preventative program, a full understanding of the effect it has on the students and the small college campus community will be determined.

The formative evaluation of a program focuses on program activities, outputs, and short-term outcomes (W.K. Kellogg, 2001). Specifically this evaluation will focus on the student and group leader evaluations of the program meetings. These evaluations are distributed to students following the completion of all group meetings and are based on students' opinions of the program, the group leader, and the material covered. The group leader evaluations are based on leaders' opinions of the group process and the material covered. These evaluations

help to bring suggestions for improvement that can be incorporated in future running of the program.

The formative evaluation of CAPP primarily focuses on the content of each of the group meetings, such as the material on the psychoeducation regarding alcohol, the emerging adulthood phase of development, social and cultural influences of alcohol use, and information on personal value development. By concentrating on the content areas, it is possible to understand what the students found important and helpful, of which will assist in understanding the students' perceptions of what should be included in the program.

According to W.K. Kellogg (2001) a summative evaluation generates information that is used to demonstrate the results of the program. It focuses on the outcomes and impacts of the program, through data collection, to identify the effectiveness of the program. A summative evaluation also takes into consideration whether the needs of the college community were met, as identified within such models as the Strategic Prevention Framework (SAMHSA, 2009). This framework is based on identifying the needs and resources of the community in order to target those within a prevention program.

To target the impact of CAPP, and to identify whether the community needs were met, the specific questions to be examined are: Did students' alcohol use decrease after the completion of the program? Is student alcohol use correlated to personal values? Are students aware of the social influences that impact their alcohol use? Is there an increase of attended non-alcoholic activities on campus? Is there evidence of fewer alcohol violations on the college campus for the students involved in the program?

To answer these questions, data collection consists of student questionnaires and alcohol violation information. The AUDIT, used as a baseline measure from the outset of the group

meetings, will be used as one of the student questionnaires at this time as well. While these questionnaires have not been developed as a component of this project, they can be developed in the future specifically for the small college implementing this program. The information gathered from the continued use of the AUDIT allows for consistent method of evaluation. As previously mentioned, the student questionnaires will be given at the end of the fall semester and at least once during the spring semester. If the college wishes to explore more long-term effectiveness of the program, the AUDIT can also be distributed throughout the remaining three years of college. The student questionnaires at this level of evaluation focus on frequency and quantity of alcohol use, changes that have taken place with regards to alcohol use, reasons and influences on alcohol use, and personal values comprehension. A values measure such as the Schwartz Value Survey (Schwartz, 1992) could be useful to help determine the linked correlation between behaviors and values. For further summative evaluation of the preventative program, alcohol violation information is collected. This information is primarily gathered from the college judicial affairs office and the campus security office, or whichever office is in charge of managing and recording student alcohol violations on campus.

Through the collection of summative data, the evaluators can determine the specific effectiveness the program has on alcohol use on the small college campus. Additionally, this evaluation data helps in determining whether the college's needs were met through the implication of the program. This level of evaluation also determines the continued influence that the social and cultural components of the environments have on the students' alcohol use. Finally, it helps to establish the effectiveness of the motivational interviewing based values work that was implemented within the group meetings.

These evaluations at the basic level focus on improvement and effectiveness of the



preventative program. However, they also take into consideration the motivational interviewing and psychoeducational techniques and strategies used during the group meetings, and the needs of the college community as a whole. Overall, it is anticipated that with formal evaluation of the program, necessary changes can be made to better serve the emerging adults and the small college community.

### **Chapter 4: Discussion**

The Comprehensive Alcohol Prevention Program, CAPP, developed for this dissertation project was designed to address the misuse of alcohol among emerging adults in their freshmen year of college. While the problem of binge drinking is prevalent throughout all universities and colleges in the United States, this particular model has focused on a preventative approach to alcohol use on the campuses of small colleges during the freshmen year. A prevention approach was considered most appropriate because of its tendency to encourage and provide longer lasting changes in individuals and groups (Moritsugu, Wong, & Duffy, 2010) as compared to intervention programs. By developing a preventative program that uses the motivational interviewing framework, incorporates the use of psychoeducation, and targets the primary influential domain of the social and cultural environment of the emerging adult, this program brings unique concepts and construction to the task of addressing alcohol misuse within the college freshman population.

CAPP has incorporated the NIAAA's (2007) interpretation of the necessary elements for effectiveness, including psychoeducation, and attention to social and cultural norms. It also includes social and environmental influences as described by the biopsychosocial model of development, and intervention techniques based on motivational interviewing, such as values-based exploration, providing an empathic and non-judgmental stance, and identifying contradictions in personal behaviors. By integrating these elements, the model is designed to attend to the aspects of both personal motivation and social dynamics, and the impact they have on the emerging adult's decision to misuse alcohol.

The assumption inherent in CAPP is that, by targeting college freshmen during their first academic year, students' behaviors of alcohol consumption will not have had the opportunity to

become formed habits. Furthermore, through the preventative program students will develop an acceptance of responsibility for one's self and begin to make independent decisions. These decisions will not only benefit the emerging adult, but will also impact the college community and the surrounding community. The use of motivational techniques, value-based exploration work, psychoeducation, and group discussions of major influences on alcohol use, have been integrated to address the different components of the emerging adult's life.

### **Practice Implications**

CAPP was designed with the intent of focusing on college freshmen during their first semester in college. The implementation of this program was designed to coordinate with the numerous transitions and challenges associated with this period of time, such as adjusting to being away from home for the first time, attempting to achieve academic success, finding a peer group, and developing financial responsibilities (Arnett, 2002; Clark, 2005; Ross et al., 1999). To coincide with this transition, the program was designed to run during the beginning of the first semester of freshmen year. However, the program could be altered to extend for a period of time in order to stay connected to the students longer; perhaps throughout the entire first semester, or even during the second semester as well. With the inclusion of more classes, the focus would continue to be on the social and cultural influences of the student and how these relate to their personal values.

While this program was designed for use within a small college context, a larger institution may find aspects of this model appropriate for their use as well. With appropriate attention to small group size, in order to promote intimacy and discussion, CAPP can be integrated in residential dormitories of the large universities. Also, using graduate student trainees as group leaders may be a feasible option for a university with many graduate programs

to recruit from. Properly adapting the preventative program for large universities can enable the positive benefits of change to occur for the emerging adults in these communities as well.

Increased campus involvement within the program is an option that would enhance the involvement the college community had with the emerging adult. This may include faculty involvement in a mentoring relationship with freshmen students. Mentorship with faculty could consist of advisors being involved with the students on a more regular basis, or could have faculty directly matched to students with whom they build relationships. Faculty trainings focused on identifying signs of heavy alcohol use and also indications of trouble related to emerging adulthood transitions can also be incorporated. These options would enable the college community to become more involved and supportive in the emerging adult's environment, which may in turn help to make the transition to college more comfortable and successful.

The aspect of further follow-up with the comprehensive program is another option that can take place. Future follow-ups could consist of individual assessment meetings with students and group leaders, or more evaluation periods. There are many times these assessment and evaluations could take place throughout the students' four years of college. More follow-ups would allow for possible identification of times which indicate the presence of heightened drinking. This information could be beneficial in informing future alcohol programs to target each class year, or even to provide refresher programs throughout the four years of college.

A final aspect to consider regarding the design of CAPP is that of the types of staff used as group leaders. This program calls for group leaders that have been trained in interventions consistent with the motivational interviewing approach. Aside from the use of graduate student trainees or licensed staff members, there is a possibility for the establishment of a pre- or post-doctoral internship that involves leading and facilitating the group meetings. The important

aspect of the inclusion of an internship is the focus on proper training, either before beginning the placement or prior to initiating the preventative program, and also continued supervision by licensed clinicians. By establishing an internship opportunity for graduate students, the campus counseling center can also utilize these trainees to work with individual clients within the counseling center. This would provide a chance for more comprehensive training in a college counseling experience; group and individual work along with outreach on campus.

A further option for staffing, especially for campuses with fewer resources such as rural areas with small surrounding communities, is to train peer counselors to assist in running the groups. Often these counselors are recruited from the resident assistants or resident directors on campus. Because they would require training under the same guidelines as the graduate level trainees, there would be a need for more staff training in the areas of motivational interviewing, group dynamics, and psychoeducation. If peer counselors were to be used, co-leaders may be used to facilitate each group. Co-leaders could be beneficial in the group process by facilitating increased observation and interaction with the students in the group. Using the ideas from Walters and Baer (2006), co-leaders will allow for better monitoring of the group, better avoidance of motivational traps, stronger remedy of problems when and if they arrive, and an easier delivery of psychoeducational materials.

One challenge that is important to mention is that of using motivational interviewing in a group format. There are many shortcomings that Miller and Rollnick (2002) discuss in using a motivational interviewing frame within a group. These include a higher likelihood of member nonparticipation, resistance from the group, collective argumentation and confrontation, and decreased opportunity for empathy. When member nonparticipation occurs there is less of a chance to use change talk in order to facilitate change in behavior. Because the group obstructs

the occurrence of one-on-one attention, this change talk becomes even harder to achieve. Similarly, when resistance from the group takes place or argumentation and confrontation within the group occurs, individual group members can become lost to the group's strongest personality, which also inhibits the use of personalized change talk. In order to combat these difficulties, it helps for the group to establish and maintain clear rules for the group process, and for the group leader to discourage disruptions, reframe negative comments, use empathic reflections, and involve the voices of the quieter members. While there may be difficulties in using motivational interviewing techniques within a group format, there are also positive aspects that encourage the use of motivational interviewing in groups. For instance, Miller and Rollnick state that the social pressure of the group majority might have a positive influence on those group members who are less interested in change. This group majority can work to draw the less ready members towards a change through providing support to the individuals.

Overall, depending on the assessed community needs, resources, and desired outcomes, as defined by models such as the Strategic Prevention Framework (SAMHSA, 2009), this prevention program can be adapted to fit into the community of any size college or university campus. The specific community differences within each higher education institution will determine how the program should be altered and implemented, with the changes in the program directly relating to the specific factors the college wants addressed. Acknowledging differences within college communities allows for CAPP to be tailored in order to best fit the needs of the targeted emerging adult population.

### **Research Implications**

Much research has been conducted regarding the use of Miller and Rollnick's (2002) motivational interviewing techniques with the substance abuse population, most with positive

results and outcomes for clients. Also, there is some research (LaBrie et al., 2006) on the integration of these techniques with the college population regarding their misuse of alcohol. Future research should explore the effectiveness of these techniques with the target population of the emerging adult to address the lack of research with this population. For example, future research could include the use of group application of motivational interviewing specifically in the emerging adult population. This type of future research could influence the expansion of alcohol programming on college campuses in order to best serve college students.

This preventative program focuses on the social, cultural, and peer influences within the college environment. Following this direction, further research on identifying and measuring the influences of alcohol use within the emerging adulthood population could be beneficial. The outcomes of such research would enable future college alcohol programming to target the most influential aspects of emerging adult's alcohol use.

Most research that is available regarding alcohol programming in the college population examines programs which intervene after students have received judicial sanctions for dangerous and illegal alcohol use. Often, this population is mandated into alcohol groups on campus with a focus on changing behaviors that have already caused negative consequences. This program takes a preventative approach that targets alcohol behaviors before they become socially modeled habits with negative effects. As there is limited research being conducted on preventative models, it is anticipated that further research would be useful in identifying the necessary components for change, which in turn could impact future programming strategies.

Finally, the incorporation of the college community within the preventative program is an area of future research. If the college community were to become involved in the program, such as faculty members acting as mentors, program establishment of non-drinking activities on

campus, or campus wide social marketing, research could focus on the effectiveness of those areas on students' alcohol use, and could therefore help determine whether the community involvement aids in changing alcohol use behaviors. Results of research such as this could help establish useful ways to incorporate campus community involvement into the preventative program model.

Within the college community research, there are also options to examine the community in which the college is situated. Because the surrounding community often has direct contact with either the college or its students, it may be beneficial to research the effects the program has on the surrounding community itself. This type of research could focus on the community's role within the program, or the benefits of the program to the community. The findings of future research in this area could assist in determining an effective way to involve the community from the outset of the program's implementation in order to benefit both the emerging adult and the community as a whole.

### **Conclusion**

This preventative program model has been built on the foundational knowledge of the emerging adulthood developmental period, and incorporates the biopsychosocial components of this age group with the conceptual strategies of motivational interviewing. The assumption inherent in this preventative program model is that by incorporating motivational techniques, attention to social and cultural norms, values-based exploration, and a biopsychosocial understanding of the emerging adult, a reduced level of binge drinking will emerge, primarily with the college freshmen population. The purpose of this program is to act as a preventative model to interrupt the emergence of heavy drinking habits. However, it is possible to utilize the program as an intervention approach during the following three years, in order to assist in



decreasing levels of drinking throughout the four years of college.

The program model has important implications for the emerging adult, and in turn, potential positive changes for the small college community. First, the way in which the program is designed emphasizes a focus on the emerging adult within the transitional period of entering college. An argument may be made to the small college that it is necessary to include this developmental stage when designing preventative alcohol programs. Next, information can be brought to the small college community that supports the importance of preventative measures for the emerging adult population.

In a time of limited financial resources, small college communities will benefit from implementing an effective prevention program targeting alcohol misuse in college freshmen. Despite limited resources in college environments, it is worthwhile to focus on the area of alcohol prevention in order to promote autonomy, independent decision-making, and positive interpersonal relationships with peers. These skills will help the emerging adult successfully move through this developmental stage and transition into adulthood in a healthy manner, thereby benefiting the individual and the entire small college community.

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## Appendix A

## CAPP Curriculum Outline

- I. Meeting 1: Introduction
  - a. Group members and leader introductions
  - b. Group parameters and process
    - i. Confidentiality and purpose
  - c. Leader and group member expectations and concerns of meetings
  - d. AUDIT
- II. Meeting 2: The Basics
  - a. Group discussion of positive and negative effects of alcohol use
  - b. Risks of drinking
    - i. Medical and safety risks
  - c. Hand out BAC cards and explanation of how to use them
  - d. Biophasic Response to alcohol
  - e. Male and female differences to alcohol use
  - f. Homework: Alcohol Quiz
- III. Meeting 3: Social Influences
  - a. Discuss homework
  - b. Discussion of emerging adulthood dynamics
  - c. AUDIT score discussion
  - d. Group discussion on social and cultural norms
    - i. Present national statistics and campus statistics
  - e. Discussion of friendships and social groups

- f. Begin values work
  - i. Discuss values and how they influence behavior
  - ii. Homework: Values Sheet

#### IV. Meeting 4: Values

- a. Discuss homework
  - i. How does alcohol use fit in to values and social influences
- b. Discussion of barriers to reaching values
  - i. Peer influence
  - ii. Environmental influences
  - iii. Low motivation to change
- c. Discussion of overcoming barriers
  - i. Incorporation of motivational techniques

#### V. Meeting 5: Wrap-up

- a. Discussion of low risk drinking
- b. Decisional Balance Sheet
  - i. Fill out and discuss in broad/general terms
- c. Goal Setting
  - i. Individually fill out chart
- d. Discussion of meetings
  - i. Leader's and students' impressions
  - ii. What did students gain?

## Appendix B

## Alcohol Use Disorders Identification Test (AUDIT)

Please circle the answer that is correct for you:

1. How often do you have a drink containing alcohol?  
 Never      Monthly      Two to four      Two to three      Four or more  
                  or less            times a month      times a month      times a week
2. How many drinks containing alcohol do you have on a typical day when you are drinking?  
 1 or 2      3 or 4      5 or 6      7 to 9      10 or more
3. How often do you have six or more drinks or more on one occasion?  
 Never      Less than monthly      Monthly      Weekly      Daily or almost daily
4. How often during the last year have you found that you were not able to stop drinking once you had started?  
 Never      Less than monthly      Monthly      Weekly      Daily or almost daily
5. How often during the last year have you failed to do what was normally expected from you because of drinking?  
 Never      Less than monthly      Monthly      Weekly      Daily or almost daily
6. How often during the last year have you needed a first drink in the morning to get yourself going after a heavy drinking session?  
 Never      Less than monthly      Monthly      Weekly      Daily or almost daily
7. How often during the last year have you had a feeling of guilt or remorse after drinking?  
 Never      Less than monthly      Monthly      Weekly      Daily or almost daily
8. How often during the last year have you been unable to remember what happened the night before because you had been drinking?  
 Never      Less than monthly      Monthly      Weekly      Daily or almost daily
9. Have you or someone else been injured as a result of your drinking?  
 No            Yes, but not in the last year            Yes, during the last year
10. Has a relative or friend or a doctor or other health worker been concerned about your drinking or suggested you cut down?  
 No            Yes, but not in the last year            Yes, during the last year

## Appendix C

## Alcohol Quiz

Please answer “true” or “false.”

- \_\_\_\_\_ 1. Alcohol is classified as a “depressant” drug.
- \_\_\_\_\_ 2. Individual tolerance to alcohol is one factor in calculating blood alcohol concentration (BAC)
- \_\_\_\_\_ 3. Vigorous activity, cold showers, and caffeine are effective ways to get alcohol out of the bloodstream.
- \_\_\_\_\_ 4. The liver can process alcohol at a rate of about two to three drinks per hour.
- \_\_\_\_\_ 5. A man and woman who have the same weight and drinking history will reach the same BAC given a measured amount of alcohol.
- \_\_\_\_\_ 6. In a variety of replicated studies, family history has proven to be a risk factor for developing problems with alcohol.
- \_\_\_\_\_ 7. Drinking on a full stomach will prevent me from getting wasted.
- \_\_\_\_\_ 8. It’s impossible to overdose on alcohol.
- \_\_\_\_\_ 9. There is no nutritional value to alcohol.
- \_\_\_\_\_ 10. Most college students drink alcohol.

Appendix D

Values Homework Sheet

A. Write down a list of values that are important to you (see attached list for suggestions):

B. From this list, choose those which you consider to be the “Top Five”... the five values you consider to be the **MOST IMPORTANT** to you:

- 1.
- 2.
- 3.
- 4.
- 5.

C. How do your “Top Five” influence your drinking behaviors?

D. How do your drinking behaviors influence your “Top Five?”

## Examples of Important Values:

- To be accepted as I am
- To make a committed relationship to another person
- To have new and original ideas
- To be correct in my opinions and actions
- To accomplish and achieve
- To have new and exciting experiences
- To have a pleasant, enjoyable life
- To take care of others
- To be self-determining and independent
- To be reliable and trustworthy
- To be polite and considerate to others
- To make a contribution
- To be generous to others
- To behave in a manner that is true to who I am
- To adjust to new situations easily
- To be forgiving of others
- To have close, supportive friends
- To keep changing and growing
- To be physically well and healthy
- To be helpful to others
- To be truthful and honest
- To be modest and unassuming
- To see the humorous side of situations
- To be free from dependence on others
- To work hard at my responsibilities
- To experience inner peace
- To be modest and unassuming
- To promote fairness for all
- To take time to relax and enjoy life
- To live sensibly and logically
- To be loved by those close to me
- To be competent in my everyday activities
- To be popular and well liked by many people
- To have meaning and direction in life
- To see and act realistically
- To be responsible
- To take risks and chances
- To be safe and secure
- To like/accept myself as I am
- To feel positive about myself and my actions
- To have a life that is consistent and stable
- To be physically strong
- To be tolerant of those different from me
- To have plenty of money
- To be spiritual

## Appendix E

## Suggested Strategies to Reducing Drinking Risks

1. Count the number of standard drinks consumed each hour.
2. Consume alcohol more slowly and/or space drinks over time.
3. Alternate between alcoholic and nonalcoholic drinks.
4. Set a BAC limit of no more than .05.
5. Eat something before starting to drink: this helps moderate the amount of alcohol that becomes absorbed into the bloodstream.
6. Avoid drinking games and taking shots.
7. Spend more time with friends who do not drink.
8. Do not leave your drink unattended.
9. Ask a friend to accompany you and hold you accountable to responsible drinking.
10. Tell a few friends about the commitment not to drink heavily and ask them to help you stick to you goal.
11. Engage in more campus activities that don't involve alcohol.
12. Enroll in Friday classes.
13. Always have a designated driver for the evening.
14. Do not leave female friends alone at a party or other drinking location.
15. Do not wander off with a male you do not know.



Appendix F

Decisional Balance Sheet

Staying the Same	
Good Things About Staying The Same:	Not So Good Things About Staying The Same:

Making a Change	
Good Things About Making a Change:	Not So Good Things About Making a Change:

Appendix G

Goal Setting Worksheet

The specific changes I want to make are:  1.  2.  3.	The most important reasons I want to make these changes are:  1.  2.  3.
--	--

These are the actions I plan to take in the next week to accomplish my goals:

	Goals for this day	A difficult situation might be....	What I plan to do	People who will help me
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				