Using a Bystander Model to Address High Risk Drinking: Highlights, Process and Outcomes

College Coalition for Substance Abuse Prevention
Annual Conference and Professional Development Meeting
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Presented by
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Using the Bystander to reduce high risk drinking

- Bystander Intervention initially used by the military in sexual violence prevention.
- How do we use the bystander model to reduce high risk drinking?
- Using a bystander intervention model to prevent death and other harms associated with high risk alcohol use.

Mission

Provide campus community members with the knowledge, awareness and skills to prevent toxic drinking deaths and to promote a student culture of kindness, responsibility, compassion and respect.
Introductions

What is your role on campus?
Climate of high risk alcohol use on campus.

Impact of High Risk Alcohol use

Emotional Dysregulation
Physical harms
Sleep Disruption
Financial Implications
• About 25 percent of college students report academic consequences of their drinking
• Heavy drinking associated with lower GPA
• Frequency of binge drinking associated with lower grades in college setting.

Tackling the issue

• Peer Education
• Social Norm Campaigns
• Parent Notification
• Campus and community coalitions
• Screenings and brief intervention programs
• Providing Sober Activities/limiting access
• Policy and Enforcement

Bringing in the Bystander

Missing link in interventions

Tackling the practical implications for when students have already made the decision to engage in high risk behavior

Harm reduction model minimizing harms of a dangerous situation

Ensures that all students are provided with accurate information about the dangers of alcohol use and know when, where and how to get help
Goals of a Bystander Model

Short-term goal
Decreasing Reluctance of peers to do necessary intervention (Call 911)

Long-term goal
Changing Drinking culture

Rational

To prevent deaths and other harm caused by alcohol overdose. In order to do that, participants will gain the knowledge and skills needed to understand:

- How alcohol affects our physiology and behavior
- How to recognize an alcohol-related medical emergency
- How to respond appropriately and in accordance with university policies/procedures

Components of a program

- Knowledge & Skills Building
- Bystander Intervention
- Challenging Myths
Knowledge and Skills Building

- Helps students to overcome obstacles to intervention
- Practice making calls to 911
- In depth exploration of their own barriers to intervention
- Problem Solving

Bystander Model

- Notice the Event [ ] [ ]
- Interpret it as a Problem [ ] [ ]
- Assume Personal Responsibility [ ] [ ]
- Know How to Help [ ] [ ]
- Attempt to Help [ ] [ ]

Barriers to intervening
Use of CPR

CPR teaches students how to respond to a medical emergency.

Survey results indicate that the number one reason students do not intervene in cases of ETOH overdose is that they do not perceive it as a medical emergency.

Understanding alcohol overdose as a medical emergency is a protective factor from the bystander effect.

Assessment

Knowledge Measures

Self-reported knowledge

Knowledge, myths, and facts surrounding alcohol overdose

- I feel knowledgeable about toxic drinking and alcohol overdose
- I feel that I can ID high risk environments and behaviors
- I feel that I can identify myths about sobering up
Behavior Measures

Willingness to intervene

Alcohol overdose response and action

- I am confident in my ability to respond effectively as a bystander
- I am willing to intervene as a bystander

Survey Results

Knowledge and Behaviors

Fall 2016, N=683

Survey Results

Barriers to Calling for Help

Fall 2016, N=683
Motivations

Fall 2016, n=464

Knowledge Measures

2012, n=47

Paired Knowledge and Help-seeking Indices
Increase in mandated assessments

Outcomes

Program Participant Evaluations
- More than 50% of participants referred by a friend
- Over 90% want to learn how to help a friend
- Over 70% know friends who binge drink

Pre vs. Post RWB Training Tests Show Positive Gains in:
- Knowledge Acquisition
- Recognizing Signs of a Life Threatening Overdose
- Reduction of Barriers to Help Seeking Behaviors

Student Voices

"Learning something new every minute of the training. Would definitely recommend to others. Great overall."

"RWB was great and I’m so glad I was able to attend. Absolutely coming back next year!"

"After the training, I feel more confident and feel better prepared. I think it was very informational and interesting."

"I really liked the friendly, welcoming atmosphere during training. Definitely recommending it to others."

"Thank you for having me! I learned a lot and now feel more confident in what to do and how to act when in a bad situation."

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"Thank you for having me! I learned a lot and now feel more confident in what to do and how to act when in a bad situation."
"Great Program"
"I feel very knowledgeable"
"Go Seawolves"
"I’m better equipped to help my friends now"
"Very interactive very informative"
"I feel very aware"
"We need to make this program bigger"
"I love this program and wish it were everywhere including high school"
"RWB was great and I’m so glad! I considered the courage to come to the session, I look forward for helping others out.”
"Learned something new every minute of the training. Would definitely recommend to others. Great overall.
"Thank you! I feel more secure knowing what to do and how to act when in a bad situation."
"I liked the friendly, welcoming atmosphere during training. Definitely recommend others!!"
"It was a fantastic experience. I am glad I have the knowledge to act in overdose situations. Hopefully I will never have to use it."
"After this training, I am positive I will not stand by and just watch if the situation arises. It was very informational and interesting."
"This was one of the most worthwhile and relevant things I’ve ever done."
"I will refer it to my residents."
"Motivated me to save a life!"
"Possibly integrate RWB into 101 intro to SBU classes"
"Great way to educate peers to help other"
"I’m definitely going to recommend RWB to my acquaintances & other friends"
"I’ve witnessed friends binge drink many times always worried but not knowing when to act and this class has cleared everything for me and I am very confident on what to do"
Development of Care Team

Saturation

<table>
<thead>
<tr>
<th>Initial program</th>
<th>Program 2.0</th>
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<tbody>
<tr>
<td>Bystander Intervention</td>
<td>Bystander Intervention and Prevention/Outreach</td>
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<tr>
<td>Focus on Individual Behavior Change</td>
<td>Focus on Individual and Group Behavior Change</td>
</tr>
<tr>
<td>Limited Professional Staff as Trainers</td>
<td>Increase Number of Trainers to Increase Number of Training Sessions</td>
</tr>
<tr>
<td>One Graduate Assistant</td>
<td>Academic Internships and Practicum Experiences in Multiple Disciplines for Undergraduate and Graduate</td>
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<tr>
<td></td>
<td>CARE Team of Peer Leaders that Conduct Prevention, Outreach and Assessment</td>
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<tr>
<td></td>
<td>Focus on Changing the Social Norm and Campus Culture</td>
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Care Team Structure
Intended Outcomes

- Change the campus culture and reduce the harmful effects of AOD
- Promote awareness of the array of AOD and other support services we have to help students
- Change perceptions and reduce the stigmatization of AOD
- Increase perceptions of the Red Watch Band Training Program

THE RED WATCH BAND CHALLENGE

Created by one of our CARE Team members. One group got trained and then challenged other groups to complete the RWB training as a team.

Results

- RWB Challenge

<table>
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<tr>
<th>Semester</th>
<th>Number of Participants</th>
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<tbody>
<tr>
<td>Spring 2009</td>
<td>50</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>100</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>200</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>300</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>400</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>500</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>600</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>700</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>800</td>
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<tr>
<td>Fall 2013</td>
<td>900</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>1000</td>
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<tr>
<td>Fall 2014</td>
<td>1100</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>1200</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>1300</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>1400</td>
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</tbody>
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Regular participation: 51%
Participation: 49%
Training Overview

- Introductions
- Discuss barriers to intervention.
- Knowledge and skills training. Ask questions and then clarify/correct.
- Review high risk environments.
- Review myths vs. facts
- Calling for help—alcohol overdose as a medical emergency
- Role Plays
**Barriers to Intervention**

Why don’t students intervene?

- Don’t believe it is life threatening
- Don’t want to get friends in trouble
- Don’t want to get themselves in trouble
- Adhering to a code of silence
- Desensitized to patterns of acute intoxication

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**Training**

**Identifying High Risk Drinking Environments**

39% of College Students report high risk drinking
Approx. 13% have a significant problem with alcohol use

How do Students Drink
Where?  What?  How Much?

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**Training**

**Alcohol knowledge (Physiology)**

The liver can only filter ONE UNIT of alcohol per hour; the excess is soaked up through the stomach lining into your blood stream and transported to the rest of your organs, acting as a depressant to the BRAIN, the HEART and all other organs.

There is NOTHING that can be done to speed up the metabolism of alcohol once it’s in your system.

“Once you have too much alcohol in your body, you’re just along for the ride – you’re gonna live or die, there’s nothing you can do about it”

*Aaron White, Duke University, Dept of Psychiatry*
Drink equivalents

What constitutes one drink?

1. Drinking coffee
2. Take a cold shower
3. Walking it off
4. Sleeping it off
5. Vomiting

Myth Busting

- Helps students to overcome obstacles to intervention
- Practice making calls to 911
- In depth exploration of their own barriers to intervention
- Problem Solving

Role Plays

• Helps students to overcome obstacles to intervention
• Practice making calls to 911
• In depth exploration of their own barriers to intervention
• Problem Solving
Training Video

https://www.youtube.com/watch?v=nYdfkRCM6zM

National Picture

- 243 Institutions have signed User Agreements
- 126 Institutions have conducted trainings
- Approximately 10,000 students trained nationwide

National picture
References


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Questions?

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