

# Building Campus Capacity for Substance

## Use Prevention

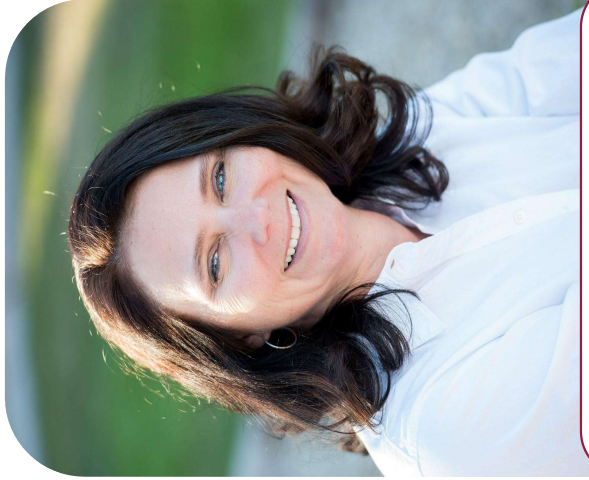


## **Learning Outcomes**

- Explain how principles of motivational interviewing can be used by non-clinician faculty, staff and student leaders to facilitate positive behavior change among students experiencing emotional distress.
- Describe the key factors contributing to successful program outcomes.
- Examine the role of evaluation in improving program processes and outcomes.

# Getting to know each other

- Name
- Why this session?



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# **Landscape of Higher Education**

## 2023 NCHA Survey

### Academic Issues

*Past 12 months*

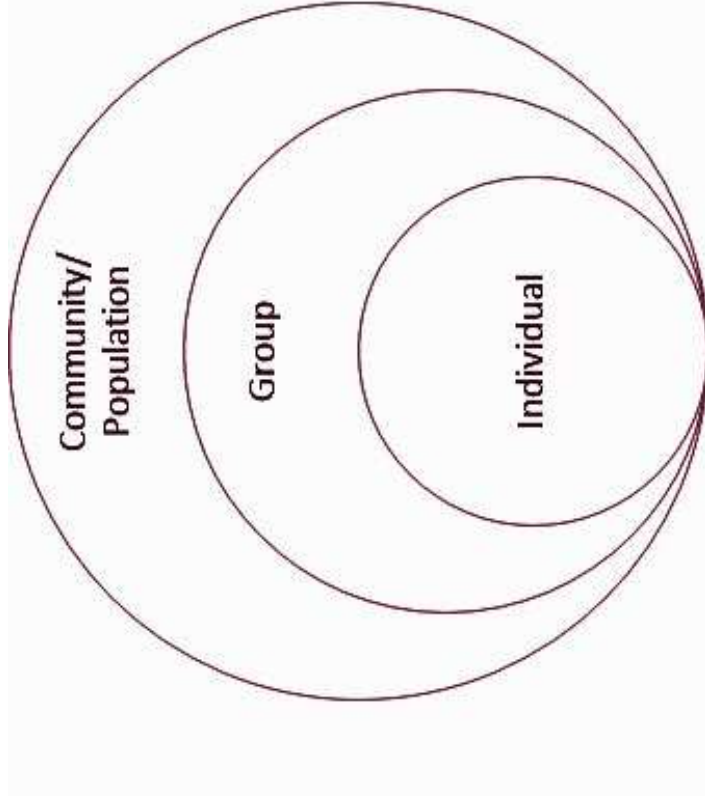


- 47.8% of students experience it
- 44.9% indicate level is at high distress

Source: American College Health. National College Health Assessment Survey. Baltimore, MD. 2023 National Aggregate Data

# Social Ecological Model

- ★ **Individual**
  - One on one work with someone
- ★ **Group**
  - Focuses on a small group of individuals
- ★ **Community/Population**
  - Focuses on changing a larger, all-encompassing group of individuals



## Motivational Interviewing

- MI is an evidence-based strategy for improving lifestyle choices and managing disease processes (Rubak & Sandbaek, 2005).
- Many studies have demonstrated the utility of MI for producing behavior change (Lundhl et al, 2010) primarily in clinical settings.
- MI is also used in K-12 schools to support student engagement, persistence and outcomes (Rollnick et al, 2016).



## **Mission**

Engage faculty, staff and student leaders in  
**supporting student success through an**  
**inclusive well-being lens**

**What is C3?**



Identify and support  
students in special ed  
who may be struggling.



**What did you learn  
from the video?**

## Goals of the C3 Program

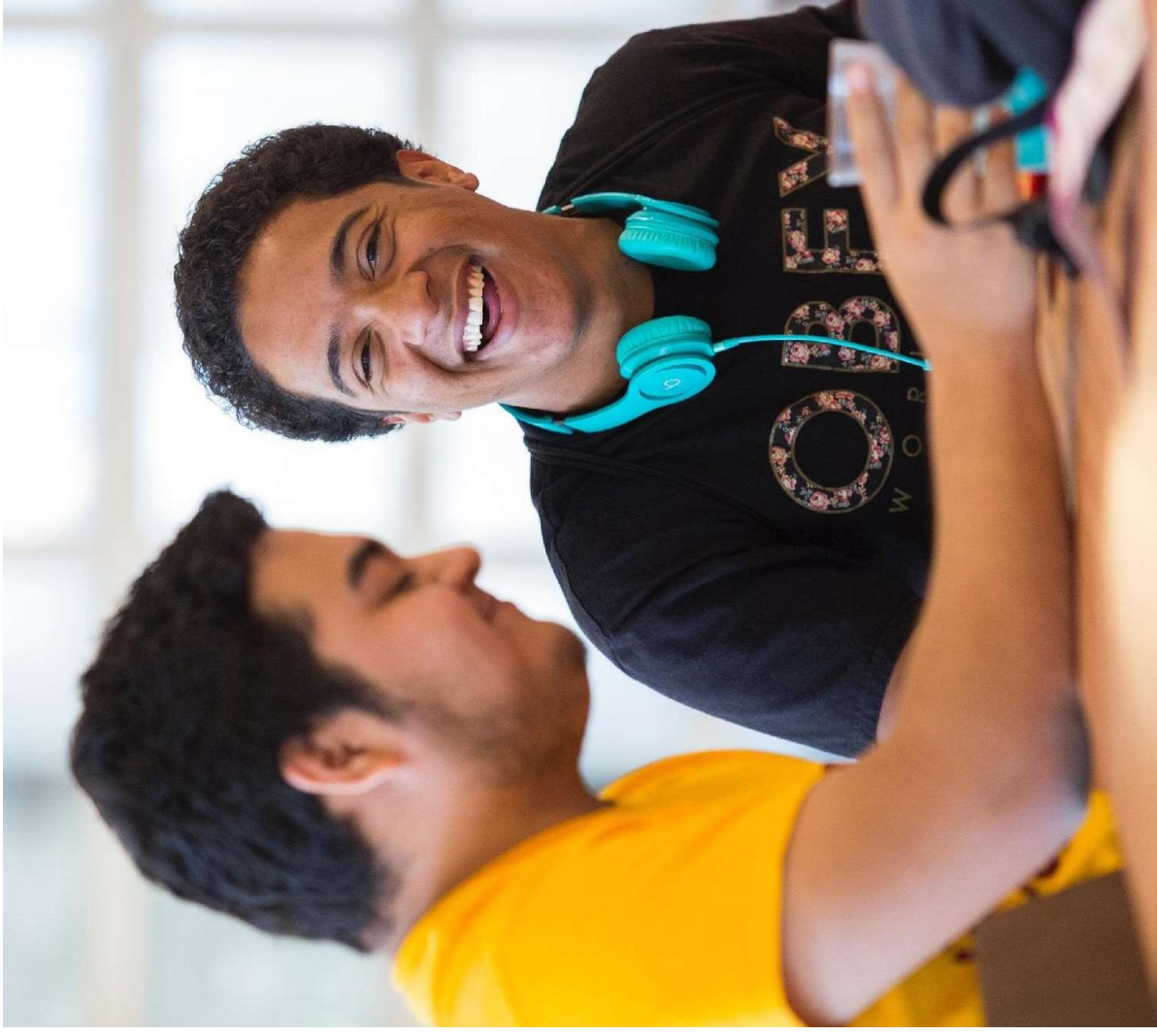
- **Identify** (i.e. recognize signs) struggling students
- **Engage** them in a compassionate conversation
- **Connect** them with appropriate resources
- **Improve** student outcomes



**Key factors contributing to  
successful program outcomes**

## The Four Principles

1. Express Empathy
2. Develop Discrepancy
3. Explore Ambivalence
4. Support Self-Efficacy





# Practicing Empathy

Empathy is demonstrated through...  
the use of effective listening and collaborative  
communication skills.

Some phrases that demonstrate empathy:

- “I hear you”
- “I see you”
- “I’m so glad you told me, I’m here if you need to talk”

## Practicing Empathy

An empathic response should be joined with empathic actions.

Some empathic actions include:

- Sitting with the person
- Setting aside time to listen
- Having open body language

## Practicing Empathy

Empathy is demonstrated through the use of **effective listening** and collaborative communication skills.

An empathic response should be joined with empathic actions.

Providing an empathic response includes using **reflective statements** in an effort to gain understanding.

# Signs of Emotional Distress

<b>C</b>	<b>Changes</b>	Out of character, visible changes in weight, sleep disturbances, hygiene, appearance, <b>alcohol, tobacco, or other drug use</b>
<b>A</b>	<b>Academics</b>	Dropping out, drastic change in academic performance, skipping assignments and/or class, negative self talk about school
<b>R</b>	<b>Relationships</b>	Unstable, lack of interest, disconnected, abusive language and/or actions, risky sexual behavior, concern by peers
<b>E</b>	<b>Emotions</b>	Anxiety, depression, suicidality, anger, irritability, crying, heart racing, shortness of breath, erratic behavior, hopelessness
<b>S</b>	<b>Social</b>	Isolation, change in participation, avoidance of individuals or groups, difficulty maintaining employment

# Just Remember O-A-R-S

## Open-ended questions

Questions that require more than yes or no answers.

## Affirmations

Statements that help affirm a student's ability to create their best life.

## Reflections

Statements that mirror back to the student what they said so they can hear it.

## Summaries

Statements that help the student draw conclusions from what they've experienced.

# Practice

- 1. Engage: Start a conversation.**
  - What brings you in today?
- 2. Focus: Identify an issue/change the student is having, and ask...**
  - Why would you want to make this change?
  - If you did decide to make this change, how might you go about it in order to succeed?
- 3. Evoke: Get the student to think out loud about the change.**
  - What are the 3 best reasons for you to do it?
  - How important is it for you to make this change on a scale from 0-10  
(0=not at all to 10=extremely)
  - Why are you at a \_\_ rather than a [lower] number?
  - Summarize what you have heard and ask... So what do you think you'll do?
- 4. Planning: Restate their words back to them. Then conclude with...**
  - I look forward to hearing how your plan works?

# Alcohol Do you know?



## Norms



**44%**  
of ASU students  
do not drink  
alcohol.



**87%**  
of ASU students  
do not drink  
heavily.

Source: American College Health Association-National College Health Assessment, Arizona State University Spring 2022. Baltimore: American College Health Association; Spring 2022. (p=1877)

## Know the risks



**Brain health:** impairs concentration, muscle coordination, memory, judgment and academic performance.



**Disrupts protein absorption:** impairs muscle growth and recovery.



**Cancer causing;** linked to various cancers, including mouth, throat, liver and breast.



**Dehydration:** causes dry skin, brittle nails, decreased skin elasticity. Loss of strength and stamina.



**Disrupts sleep cycle:** leads to sleep disturbances and poor sleep quality.



**Driving:** contributes to slower reaction, decreases coordination and contributes to lane weaving.



**Mental health:** aggravates stress levels, may contribute to depression, anxiety and suicide ideation.



**Baby's health and development:** Use during pregnancy and breastfeeding can affect the development of a baby.



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## No safe level of alcohol consumption

The World Health Organization advises that even low consumption levels can pose potential risks to health and well-being.

Source: Reporting on Alcohol Available by Journalist, Geneva: World Health Organization, 2023. License: CC BY-NC-SA 4.0 IGO

## Low-risk drinking limits

	Maximum per day	Maximum per week
Men*	4	14
Women*	3	7
Over 65	3	7

\*Based on the sex assigned at birth.  
Note: It takes the body 1-2 hours to process a standard drink.

## One standard drink



12 fl oz regular beer

About 5% alcohol



12 fl oz seltzer

About 5% alcohol



5 fl oz table wine

About 12% alcohol



1.5 fl oz shot distilled spirits (gin, rum, whiskey, etc., vodka, whiskey, etc.)

About 40% alcohol

## Ready to drink cocktails = One standard drink



24 fl oz Four Loko

About 14% alcohol



7 fl oz Buzzball

About 15% alcohol



12 fl oz Cutwater

About 12.5% alcohol

Determine the number of standard drinks using the NIAAA drink calculator.

Source: U.S. Department of Health and Human Services. (n.d.). AlcoholDrinksCalculator - estimating drinking water. Retrieved from <https://www.niaaa.nih.gov/about-niaaa/what-we-do/education-public-health/online-tools-and-services/alcohol-drinks-calculator.aspx>

## Alcohol and caffeine

Mixing can lead to increased intoxication as caffeine masks alcohol's sedative effects, creating a false sense of heightened alertness.



# Cannabis Do you know?

Communication  
Compassion  
Connection



## Norms



75%

of ASU students **do not** use cannabis.\*

## Immediate and long-term effects

Know the risks:



**Brain health:** impairs memory, attention, judgment and learning.



**Mental health:** may contribute to feelings of depression, anxiety, suicide ideation and psychotic episodes.



**Athletic performance:** affects timing, movement and coordination.



**Driving:** contributes to slower reactions, decreased coordination and lane weaving.



**Daily life:** more likely to experience relationship problems, decreased academic success and lower career achievement.



**Baby's health and development:** use during pregnancy and during breast feeding can affect the health and growth of a baby.

## Potency

THC concentration is 3 times higher than 25 years ago. The higher the THC amount, the stronger the effects on the brain.

Type	THC Content	Onset of effects	Duration of effects
Inhalation	12% - 25%	Immediately	1 - 3 hours
Edibles	40% - 80%	30 - 60 minutes	4 - 16 hours
Concentrates	70% - 99%	Immediately	1 - 4 hours

## Research

**1-in-10** adults who use cannabis can develop a substance use disorder\*\*

Signs of **substance use disorder** include inability to quit, giving up other activities and continued use of cannabis even if it may cause problems.

## Connect to Resources

ASU Counseling Services  
[eoss.asu.edu/counseling](https://eoss.asu.edu/counseling)  
480-965-6146

ASU Health Services  
[eoss.asu.edu/health](https://eoss.asu.edu/health)  
480-965-3349

\* Source: American College Health Association, National College Health Assessment, Arizona State University, Spring 2019 (n=20,987)

\*\* Substance Abuse and Mental Health Services Administration - U.S. Department of Health & Human Services, 2020



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# Prescription drugs Do you know?



## Norms



**95.7%**  
of ASU students **have not** misused prescription drugs during the previous 3 months.\*

\*Source: American College Health Association's National College Health Assessment, Arizona State University Spring 2022. Baltimore: American College Health Association, Spring 2022 (n=1377)

## Safe medication practices



Obtain prescriptions from healthcare professionals and reputable pharmacies.



Only take medications prescribed to you and use as directed.



Except for life-saving medication, store prescriptions in a cool, dry and secure place.



Do not mix prescription drugs with other substances.



Do not share prescription drugs.



Dispose of medications properly to prevent accidents and misuse.

## Know the risks



**Signs of misuse:** Sudden personality changes, beginning to use additional drugs and needing increased amounts to obtain desired results.



**Academic performance:** Students who misuse prescription drugs show decreased school performance and are less likely to have an 'A' GPA.



**Interactions:** Mixing with alcohol or other drugs can be potentially dangerous. Seek medical advice about drug-to-drug interactions when taking prescription drugs.



**Life-changing effects:** Prescription drugs are powerful and misuse can lead to unintentional illness, injury or accidental death.



**Signs of overdose:** Dilated pupils, unsteady walking, slowed or shallow breathing, chest pains, blue lips or fingers, nausea or vomiting, seizures, tremors, paranoia, agitation, being disoriented, unresponsive or unconscious.



**Counterfeit pills:** Fake medications may look nearly identical and contain lethal amounts of fentanyl, methamphetamine or other substances.

## Connect to Resources

**ASU Counseling Services**  
[eoss.asu.edu/counseling](https://eoss.asu.edu/counseling)  
480-965-6146

**ASU Health Services**  
[eoss.asu.edu/health](https://eoss.asu.edu/health)  
480-965-3349

Visit [wellness.asu.edu/prescription-drugs](https://wellness.asu.edu/prescription-drugs) to locate a medication return box closest to you.

Substance Abuse and Mental Health Services Administration. Prescription Drug Use and Misuse in the United States: Results from the 2016 National Survey on Drug Use and Health National Findings. Rockville: United States Department of Health and Human Services 2019.  
Siskone, A., Stoyanov, J., Sillitoe, J., Miller, B.L. (2016). Misuse and abuse of painkillers: the prevention, surveillance, and effects of hazardous intravenous pharmaceuticals. *Substance Use and Misuse*, 51(10), 882-895.



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# Caffeine

## What do you know?

Caffeine is found in coffee, tea, energy drinks, sodas and some cold medicines.

Product	Caffeine (mg)	Ounces
Coffee	77-150	6
Tea	40-80	5
Cola (Soda)	34.5-54	12
Energy Drinks	75-500	8.45
Chocolate	3.5-20	1
Cold Medicines	30	1 tablet

## How much is too much?

Moderation is key. On average, adults in the U.S. consume between 110-260 mg of caffeine per day. For healthy adults, the FDA has cited 400 mg per day as an amount not generally associated with dangerous, negative effects.\* Be sure to read labels before consuming products containing caffeine.

## Effects

Caffeine affects metabolism and stimulates the central nervous system. While a moderate amount of caffeine can provide an energy boost, too much caffeine can cause unpleasant side effects.

- Digestive problems
- Nervousness
- Muscle tremors
- Irritability
- Rapid heartbeat
- Insomnia

\*Source: U.S. Department of Agriculture and U.S. Department of Health and Human Services. Dietary Guidelines for Americans, 2020-2025, 9th Edition, December 2020. Available at [DietaryGuidelines.gov](https://www.dietaryguidelines.gov)



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## Tips for cutting back or cutting out caffeine

- ▶ Equally combine decaf and regular when making a cup of coffee.
- ▶ Read the label, know how much caffeine is in your beverage.
- ▶ Substitute coffee with less caffeinated herbal tea.
- ▶ Eliminate other sources of caffeine, like soda, chocolate and energy drinks.
- ▶ Create a good sleep environment.
- ▶ Exercise in the morning to boost your energy level.
- ▶ Take a meditation, stretching or walking break when feeling tired during the day.

## Caffeine intoxication

Most caffeinated drinks have a safe amount of caffeine in them, but energy drinks are known to have the most. Energy drinks can range from 75 mg to 500 mg of caffeine and if an individual who has not built up a tolerance consumes one, caffeine intoxication could happen.

## Signs of caffeine intoxication

- Vomiting
- Tremors
- Nausea
- Nervousness
- Restlessness
- Rapid heartbeat
- Insomnia

## Mixing energy drinks with alcohol

Studies suggest mixing caffeine with alcohol can lead to increased intoxication and risky behavior as caffeine masks alcohol's sedative effects, creating a false sense of heightened alertness that can prompt individuals to consume more alcohol. This can increase an individual's vulnerability to alcohol-related harm.



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## Should consumption be a concern?

Try these 10 minute surveys!



### ScreenU Alcohol

ScreenU is an anonymous screening tool designed to help you understand the short and long-term effects of alcohol use. After completing a short series of questions, you'll receive tips on how to reduce your risk of experiencing negative consequences and resources for more information.



### ScreenU Cannabis

ScreenU is an anonymous screening tool designed to help you identify if you are experiencing negative consequences because of your cannabis use. Based on your responses, you'll receive feedback on ways to reduce your risk, your friends' risk, and connect you with resources for more information. Possessing cannabis may be legal in AZ but it's not legal on campus!



### ScreenU RX

ScreenU is an anonymous screening tool designed to help you identify if you are misusing prescription medications. Based on your responses, you'll receive feedback on ways to reduce your risk, your friends' risk, and connect you with resources for more information.

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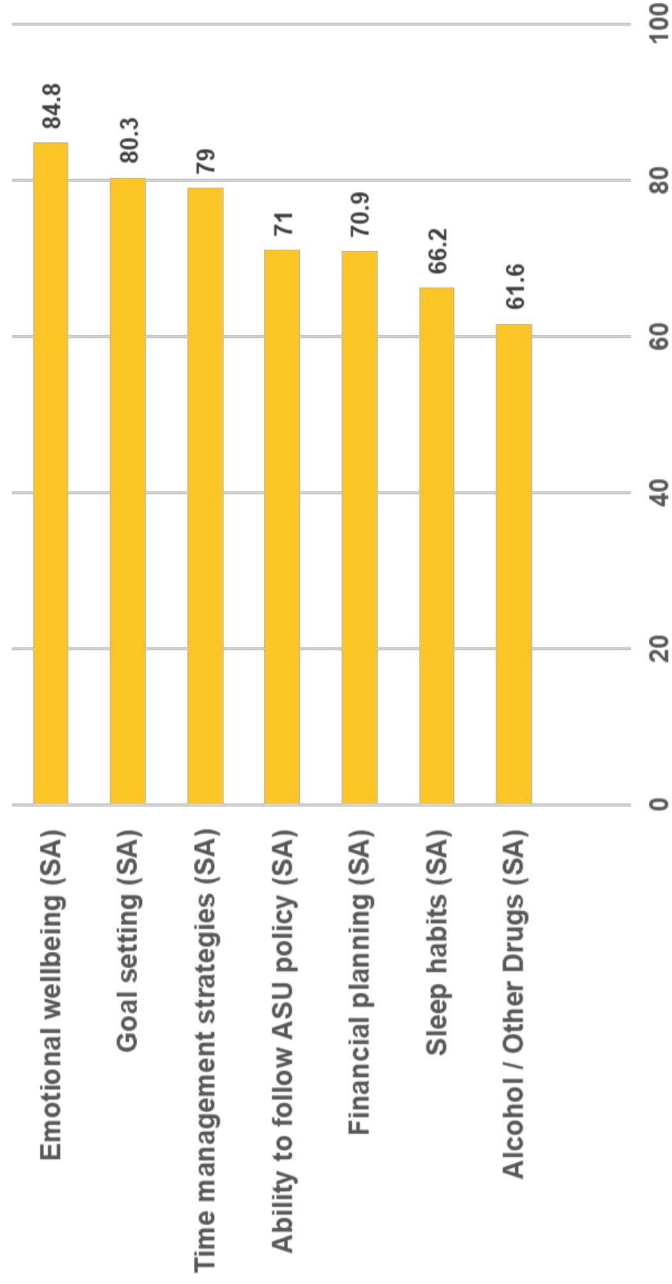
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Build Your Best You

# **Evaluation Process**

# Evaluation Results

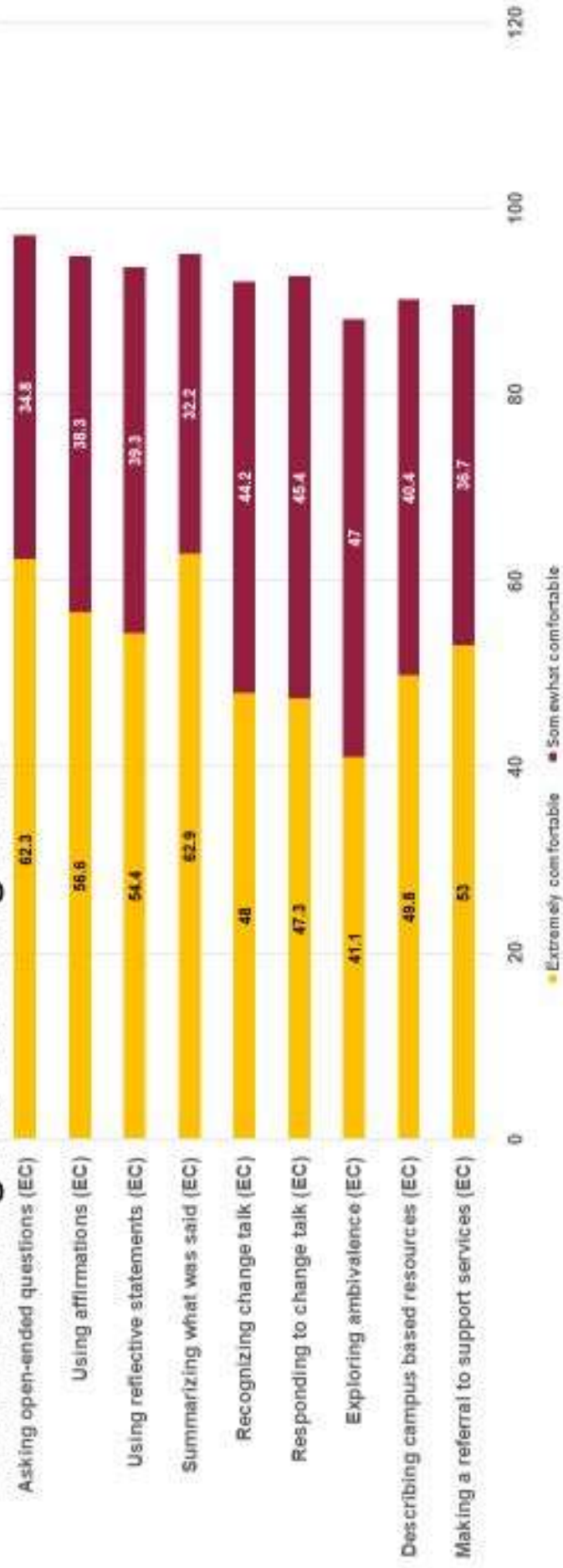
→ Importance of talking to students about behaviors (strongly agree)





# Motivational Interviewing Skills

→ Comfort using the following skills



# Evaluation

Your feedback is important to us,  
please complete this survey!

# Wrap Up



**Questions?**

# Practice

- 1. Engage: Start a conversation.**
  - What brings you in today?
- 2. Focus: Identify an issue/change the student is having, and ask...**
  - Why would you want to make this change?
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