Gender Added: Addressing Gender-Specific Factors in Interventions for Adjudicated Students

Rebecca Caldwell & Aimee Hourigan
University of North Carolina Wilmington

ACPA Annual Conference
March 2011
Session Objectives

Participants will:

- Learn about men’s and women’s unique risk factors for high-risk drinking.
- Consider how gender-specific risk factors can be integrated into campus-wide alcohol prevention programs, including enhancing evidence-based interventions for adjudicated students.
- Examine evidence of the effectiveness of a gender-based alcohol education class.
Our Roadmap

- Literature Review
- Gender-based Interventions Framework
- Conclusions & Discussion
Your Initial Thoughts

- What would be your greatest concern about splitting mandated students into single gender pairs?

- What would be the benefit of working with mandated students in single gender group setting?
  - How would it benefit men?
  - How would it benefit women?
  - How might it not help men?
  - How might it not help women?
College Men and Drinking

- Traditional Male Gender Role and Alcohol
- Paradox of Masculinity: Powerful and Powerless
- Development as a Man in a Alcohol-dominated Environment
Men’s Drinking Culture

- Two Routes to Problem Drinking:
  - Stereotypical beliefs about masculinity that include heavy drinking.
  - Gender role stress or conflict, for which alcohol is a coping mechanism.
College Women and Drinking

- Strong traditional female role is negatively correlated to drinking

- Drinking as a way to be in relation with others
  - High-risk female drinkers have high sociability expectations and low expectation of impairment.
  - Social motives endorsement linked to alcohol-related consequences

- Problem drinking in women tied to a need to be assertive and not to be dominated in social situations
Women’s Drinking Culture

- Compensating for a perceiving lack of power and control in social situations.

- Escaping the masculine orientation of daily life and to express stereotypically female traits.

- Drinking as a social scene where one forms and enhances relationships.
Adjudicated Students

Students who receive campus alcohol violations report:
- Greater alcohol consumption
- More heavy drinking days per month
- More alcohol-related consequences

Adjudicated are participants in heavy drinking cultures.
University of North Carolina Wilmington

- Mid-sized 4-year public university on coast of North Carolina
- Student body: 58% female, 89% white.
- Began alcohol prevention & intervention programs in 1988 (FIPSE Recipient)
- Comprehensive substance abuse prevention program
  - Environmental management
  - Evaluation focus
<table>
<thead>
<tr>
<th>SEF Level</th>
<th>Interventions</th>
</tr>
</thead>
</table>
| Intrapersonal    | Gender-specific prevention and harm reduction messages integrated into first-year academic seminars  
|                  | One-day “Summit on Masculinity, Health, and Leadership”                                                                                                                                                    |
| Interpersonal    | “Men Advocating for Responsible Choices,” a men’s health advocacy student organization  
|                  | “Gender and Alcohol Peer Educators” peer facilitators  
|                  | Peer-led single-sex small group norms interventions  
|                  | “Gender Encounter” facilitated discussion groups                                                                                                                                                              |
| Organizational   | Gender-based harm reduction alcohol education for all new fraternity and sorority members  
|                  | Living-Learning Community about gender, alcohol, and health  
|                  | Men’s leadership floor in a residence hall                                                                                                                                                                   |
| Community/Policy | National expert speaker presentation on gender and alcohol  
|                  | Gender-based social norms campaign targeting descriptive and injunctive norms  
|                  | Advocacy to address gender-based advertising in Wilmington                                                                                                                                                  |

**Items in red:** most rigorously evaluated, findings included in model program application.
Selected Outcomes

Campus-Wide Outcome:
- 18% reduction in high-risk drinking among men
- 14% reduction in high-risk drinking among women.

Intervention-Specific Outcomes:
- First-year students receiving classroom intervention drink less across first semester.
- Both perceptions and behaviors targeted by social norms campaign are reduced.
Campus-Specific Data re: Mandated Students

High risk drinking:

<table>
<thead>
<tr>
<th>Judicial (Last Month)</th>
<th>Judicial (Last Week)</th>
<th>Campus-wide Survey (2 Weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>82.9%</td>
<td>64.8%</td>
<td>48.9%</td>
</tr>
</tbody>
</table>

Consequences:

<table>
<thead>
<tr>
<th>Consequence experienced in the Last Year</th>
<th>Judicial</th>
<th>Campus Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform poorly on test or project</td>
<td>47.9%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Drove under the influence</td>
<td>54.1%</td>
<td>27.1%</td>
</tr>
<tr>
<td>Had a memory loss</td>
<td>65.1%</td>
<td>24.6%</td>
</tr>
</tbody>
</table>
NIAAA Recommendations for Reducing Problem Drinking in College Students

1. Increasing individual motivation to change
2. Changing knowledge and beliefs
3. Provide behavioral skills to limit consumption
4. Changing students’ perceptions about fellow students’ drinking behavior and attitude.

(Larimer & Cronce, 2002)
Literature Review on Interventions for Adjudicated Students

- **Effective individual interventions:** Alcohol Skills Training Program & BASICS
  (Fromme, Marlatt, Baer, & Kivlahan, 1994; Dimeff, Baef, Kivlahan, & Marlatt, 1999)

- **Group motivation enhancement:** mixed findings
  (Fromme & Corbin, 2004; Walters, Bennett, & Miller, 2000)

- **Adaption of Motivational Interviewing (AMI):** effective with heavy drinkers and men
  (LaBrie, Lamb, Pederson, & Quinlan, 2006)
<table>
<thead>
<tr>
<th>Alcohol Violation</th>
<th>Typical Conduct Outcome</th>
</tr>
</thead>
</table>
| 1<sup>st</sup> Alcohol Violation | Gender-specific Challenging Decisions class.  
$50 Fee.                           |
| 2<sup>nd</sup> Alcohol Violation | BASICS 2-session Intervention  
BASICS Follow-Up/Booster with Substance Abuse Counselor  
$75 Fee.  
Parental Notification  
Disciplinary Probation |
| 3<sup>rd</sup> Alcohol Violation | Suspension Likely.                                                                      |

<table>
<thead>
<tr>
<th>Marijuana Violation</th>
<th>Typical Conduct Outcome</th>
</tr>
</thead>
</table>
| 1<sup>st</sup> Marijuana Violation | BASICS 2-session Intervention  
BASICS Follow-Up/Booster with Substance Abuse Counselor  
$75 Fee.  
Parental Notification  
Disciplinary Probation |
| 2<sup>nd</sup> Marijuana Violation | Suspension Likely.                                                                      |
Challenging Decisions class

- Evolution from a instruction model: CBT background- change thinking and change behavior

- Developed into an Adaption of Motivational Interviewing program
  - Personalized feedback
  - Normative challenge
  - Decisional balance
  - Goal setting

- Received Dept. of Ed. Grant focusing on gender with other target areas
  - Were reading articles on gender

- Wrote grant to broaden gender efforts including judicial class
  - Received evaluation commitment from Dean of Students office
Class Outline

- Introductions & Something They’d Like to Learn
- Good, Bad, and Ugly
- Reasons for Drinking Discussion- gender perceptions
- B.A.C. & Alcohol Use Information
- “Good Zone” moderation training (BiPhasic Response)
- Protective strategy training
- Expectancy Challenge-placebo effect, bar lab studies
- Consequences- blackouts, DWI, Alcohol Poisoning
- Alcohol & Sex
- Risk Factors, Signs of Addiction, How to Help a Friend
- Normative Feedback
- Decisinal Balance
- Behavioral Goal Setting- one goal to try for next 30 days
Gender-Specific Content

- Normative feedback
- Alcohol and sex
- Sexual assault risk reduction
  - Bystander intervention material
  - Red flags for women
  - Consent for men
- Alcohol risk reduction
  - Which works best for each gender
- Recognizing a problem
  - “That Guy” or “That Girl” gender-specific symptoms
  - How to help a friend
Good, Bad, Ugly Facilitation

- Directions
  - Make 3 columns on the board
  - Write “Good” at the top left. Ask students to name everything that is good/that they like about drinking. Write down their answers verbatim(ish).
  - Label the middle column “Bad” and the right column “Ugly.” These can be differentiated by severity or by short and long-term consequences. Again, ask students what could be bad or ugly.
  - After they can completed their lists, ask them what they notice.
  - Most will start with more negative than positive, then lead to discussion on how most good things happen at low doses. The higher the dose, the more likely a bad or ugly consequence can happen.
Decisinal Balance Worksheet
Facilitation

• Directions:
  • Make a list of both the pros/advantages and cons/disadvantages of drinking less than you currently drink. Please complete this exercise however it is the most meaningful for you.
  • Please create a goal that ties into one of your advantages

Facilitation & Fidelity

- Personalized feedback is referenced throughout the class.

- Classes now taught by same gender pair
  - Graduate student in substance abuse treatment program which emphasizes motivational interviewing
  - Have taken coursework and been promoted by their M.I. professor
  - Team meets regularly and adjusts order and content to maximize effectiveness

- Much of the change is in the order; felt in the discussion.
Facilitator Feedback

- Male Facilitation:
  - Importance of facilitators with social capital among the participants
  - Discussion of peer pressure and masculinity.
    - E.g. If you drink in response to a taunt, you will always lose.
    - Deconstructing how acting to “man up” actually manipulates and “weakens” them individually.
  - Consent conversations allow men to ask questions and give each other feedback.
  - Participants are less distracted, have less reason to show off for women.
    - Use facilitator social capital to address men who posture
Facilitator Feedback

- Female Facilitation:
  - Facilitators need to be able to create a comfortable, non-judgmental environment for discussion.
  - Power of heavy drinking women in discussion with each other about consequences.
  - Sexual assault disclosures and discussions about protective behaviors are common.
Evaluation Evolution

- Class now began with a pre-test
  - Initially tried to require pre-test before class but were unsuccessful

- 45-day post-test was required
  - Included divisional learning outcomes for hearing process
  - Use, consequences, and protective strategies
  - Readiness to Change scales
Learning Outcome

Example: As a result of attending the Student Conduct experience, I better understand the effects of my behavior on (agree or strongly agree):

- 77.9%
- 74.5%
- 73.2%
Reductions in Drinking Behavior

- **Men:**
  - Binge drinking (5 or more in the last 2 weeks)
  - Number of drinks per week
  - Days drinking per month

- **Women**
  - Binge drinking (3, 4, and 5 or more in the last 2 weeks)
  - Days drinking per month

Reductions are statistically significant differences between means from pre-test to 45-day post-test (97% response rate) at p=0.05 or above.
Binge Drinking Men
(5 or More Last 2 Weeks)

- None
- Once
- Twice
- 3-5 Times
- 6-9 Times
- 10 or more

Pre-Test
Post-Test
Binge Drinking Women
(5 or More Last 2 Weeks)
Reduced Consequences

- Men
  - Trouble with police or R.A.s
  - Played drinking games
  - Memory loss

- Women
  - Trouble with police or R.A.s
  - Thought I might have a problem
  - Memory loss
  - Said something I regretted

Reductions are statistically significant differences between means from pre-test to 45-day post-test (97% response rate) at $p=0.05$ or above.
“In the last 30 days, on how many days did you experience the following as a result of your drinking?”
Increased Protective Behaviors

- Men and Women:
  - Chose not to drink
  - Alternated alcoholic and non-alcoholic beverages
  - Determine a limit in advance
  - Pace to one or fewer drinks per hour

- Women
  - Eat a full meal before drinking
  - Calculate your B.A.C.

- Men
  - Avoid drinking games

Reductions are statistically significant differences between means from pre-test to 45-day post-test (97% response rate) at p=0.05 or above.
Differences by Motives

- Drinking Motives Questionnaire- Cooper, 1994.
  - 4 Motives:
    - Enhancement
    - Social
    - Coping
    - Conformity
  - Score of up to 30 on each of the four scales

- Social motives have been found to be the best predictor of heavy drinking (frequency, days per month, drinks per occasion)- Cronin, 1997
Binge Drinking by Motive

Men

Women

* Indicates statistically significant differences in means at .05 or above.
Average Number of Drinks by Motive

**Men**

<table>
<thead>
<tr>
<th>Motive</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement*</td>
<td>6.0</td>
<td>5.8</td>
</tr>
<tr>
<td>Social*</td>
<td>5.5</td>
<td>5.3</td>
</tr>
<tr>
<td>Coping</td>
<td>5.0</td>
<td>4.8</td>
</tr>
<tr>
<td>Conformity*</td>
<td>5.5</td>
<td>5.3</td>
</tr>
</tbody>
</table>

**Women**

<table>
<thead>
<tr>
<th>Motive</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement*</td>
<td>4.4</td>
<td>4.2</td>
</tr>
<tr>
<td>Social*</td>
<td>4.0</td>
<td>3.8</td>
</tr>
<tr>
<td>Coping</td>
<td>3.5</td>
<td>3.3</td>
</tr>
<tr>
<td>Conformity*</td>
<td>4.0</td>
<td>3.8</td>
</tr>
</tbody>
</table>

* Indicates statistically significant differences in means at .05 or above.
Differences by Motives

- Students who indicated social motives had the greatest increases in protective behaviors and decreases in consequences & drinking behaviors.
  - Women increased 9 of 11 protective behaviors. Decreased 3 of 4 significant consequences, average drinks per night and per week.
  - Men increased 6 of 11 protective strategies. Decreased 3 of 4 motives, binge drinking, and average number of drinks per night.
- The social enhancement motive yielded similar findings although not as strong.
Differences by Motives

- **Men** who indicated higher than median **coping motives** had no statistically significant reductions in drinking behaviors.
  - Least amount of changes in consequences & protective behaviors.

- **Women** who indicated higher than median **conformity motives** had no statistically significant reductions in drinking behaviors.
  - Men who indicated this motive had the most reductions in drinking-related consequences.
Readiness to Change

- Readiness to Change Questionnaire
- 3 Scales: Pre-Contemplation, Contemplation, Action
- Scales Not Mutually Exclusive
### Average Number of Drinks Per Occasion by Readiness to Change

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Cont*</td>
<td>Pre-Cont.*</td>
</tr>
<tr>
<td>Contemplation motive linked to highest number of consequences (4) and protective behaviors (10)</td>
<td>5.78</td>
<td>3.97</td>
</tr>
<tr>
<td>Cont.</td>
<td>5.21</td>
<td>5.52</td>
</tr>
<tr>
<td>Action*</td>
<td>5.78</td>
<td>3.77</td>
</tr>
<tr>
<td></td>
<td>5.05</td>
<td>3.41</td>
</tr>
</tbody>
</table>

### Action motive linked to highest number of consequences (4) and protective behaviors (7)

- **Contemplation motive linked to highest number of consequences (4) and protective behaviors (10)**
- **Action motive linked to highest number of consequences (4) and protective behaviors (7)**
Questions

Rebecca Caldwell
University of North Carolina Wilmington
caldwellr@uncw.edu

Aimee Hourigan
University of North Carolina Wilmington
hourigana@uncw.edu
References


References


References


