
Fry (1945)

- “These parties are often attended by faculty members, some of whom are selected to respond to the chant, ‘Old Prof. _____ is in the alcohol ward ______. Drink, Drink, Drink.’ Cheers, or moans, and laughter follow this performance according to the speed with which the professor empties his glass. These parties break up after a few hours of song and good fellowship.

They do not occur often, but are part of the life of colleges and are accepted by the community as such.” (p. 244)
Fry (1945)

- “Wine is often served at fraternity dinners in the hope that members will learn to appreciate proper wines with food.” (p. 244)

- “Although milk and soft drinks are extremely popular in American colleges – the consumption of them being greater than other beverages – a special snobbism is sometimes to be associated with the appreciation and knowledge of fine wines.” (p. 244)

Fry (1945)

- Warns that a “state of intoxication” could be the primary purpose of some events.
- Discusses the opportunity for returning veterans to attend college, and speculates on the role alcohol might play related to coping when under pressure in the college setting.

Fry (1945)

- “It is the obligation of the university, which should be concerned with the health of its students, to view alcoholism as a possible symptom of emotional disturbance, in need of psychiatric attention, rather than as a form of behavior calling for customary disciplinary action.” (p. 248)
Strauss & Bacon (1953)

- First widespread study of drinking at 27 colleges

Substance Use Data from Monitoring the Future Study

- Alcohol
  - Past year
    - 79.2% report any alcohol use
    - 61.5% report having been drunk
  - Past month
    - 67.7% report any alcohol use
    - 40.2% report having been drunk


Substance Use Data from Monitoring the Future Study

- Any illicit drug
  - 37.3% report past year use
- Marijuana
  - 34.9% report past year use
- Any illicit drug other than marijuana
  - 17.1% report past year use
    - 11.1% Amphetamines
    - 9.0% Adderall
    - 5.8% Ecstasy (MDMA)
    - 5.4% Narcotics other than heroin

A quick word on non-medical use of prescription stimulants

- Adderall
  - Huge norm misperception
    - Most (70%) students estimated rates of prescription stimulant misuse was higher than the actual data
    - Students with a B or lower were almost twice as likely to report nonmedical use than students with a B+ or higher (McCabe et al., 2005, 2006)
  - Nonmedical use of prescription stimulants associated with lower grades by the end of first year (Arria, 2008)

Health and Mental Health

n =96,911 undergraduate students at 153 institutions

Factors affecting academic performance:
- 30.7% Stress
- 21.4% Sleep difficulties
- 20.8% Anxiety
- 16.7% Cold/Flu/Sore throat
- 15.5% Work
- 13.2% Depression
- 13.0% Internet use/computer games
- 11.2% Concern for a troubled friend/family member
- 11.1% Participation in extracurricular activities
- 10.4% Relationship difficulties

American College Health Association, 2013

Mental Health Issues and Academics

- Health issues impact academic success
  - 92% of depressed students show signs of academic impairment (Heiligenstein, et al., 1996)
  - 70% of students seeking counseling reported personal problems affected academics (Turner, 2000)
**Relationship Between Alcohol Use and Academic Success**

- Relationship between alcohol, sleepiness, and GPA exists in college (Singleton & Wolfson, 2009)
- Heavy drinking associated with lower GPA
  - Students at research universities who are heavy episodic drinkers are less likely to be engaged in interactions with faculty (Porter & Prior, 2007)
- Frequency of binge drinking associated with lower grades in college setting (Pascarella, et al., 2007)

**Marijuana use trajectories: relationship to “discontinuous” enrollment**

- Chronic/marijuana users were 2.0 times as likely as “minimal users” to have discontinuous enrollment... even after controlling for demographics, personality, and high school GPA.

**Impact on attention, concentration, and memory**
Marijuana and cognitive abilities

- Effects on the brain
  - Hippocampus
    - Attention, concentration, and memory

  - Research with college students shows impact on these even 24 hours after last use (Pope & Yurgelun-Todd, 1996)

  - After daily use, takes 28 days for impact on attention, concentration, and memory to go away (Pope, et al., 2001)

- Hanson et al. (2010):
  - Deficits in verbal learning (at 3 days, not 2 weeks or 3 weeks)
  - Deficits in verbal working memory (at 2 weeks, not 3 weeks)
  - Deficits in attention (still present at 3 weeks)

Impact on sleep (and, importantly, subsequent days)

Sleep, Sleepiness, and Alcohol Use

Absorption and Oxidation of Alcohol

Factors affecting absorption
- What one is drinking
- Rate of consumption
- Effervescence
- Food in stomach

Factors affecting oxidation
- Time!
- We oxidize .016% off of our blood alcohol content per hour

Time to get back to .000%
- .08%?
  - 5 hours
    (.080%....064%....048%....032%....016%....000%)
- .16%?
  - 10 hours
    (.160%....144%....128%....112%....096%....080%....064%....048%....032%....016%....000%)
- .24%?
  - 15 hours
    (.240%....224%....208%....192%....176%....160%....144%....128%....112%....096%....080%....064%....048%....032%....016%....000%)

REM
Stage 1
Stage 2
Stage 3
Stage 4
Next day, increase in:
- Daytime sleepiness
- Anxiety
- Irritability
- Jumpiness

Next day, feel:
- Fatigue
With marijuana, two things happen...
Extension of Stage 4 or “deep” sleep and REM deprivation

Next day, just like with alcohol, increase in:
- Daytime sleepiness
- Anxiety (note that there is a Cannabis Induced Anxiety Disorder)
- Irritability
- Jumpiness
Next day, just like with alcohol, increase in:
  • Daytime sleepiness
  • Anxiety (note that there is a Cannabis Induced Anxiety Disorder)
  • Irritability
  • Jumpiness
Next day, feel:
  • Fatigue

An additional factor: Procrastination
  • What contributes to procrastination?
  • How might students procrastinate?
    • Video games
    • Sorting/cleaning
    • Time spent online
    • Television/movies
  • Why does procrastination “work” (in a way)?
  • How does procrastination backfire?

Procrastination
  • Consider impact of putting things off
  • Consider impact of avoidance
  • Actively consider what you’re telling yourself
    • Accurately assessing difficulty of task?
    • Accurately assessing anticipated reward of completion?
    • “What if?”
Prevention Opportunities

Tier 1: Evidence of Effectiveness Among College Students

- Combining cognitive-behavioral skills with norms clarification and motivational enhancement interventions.
  - Reductions in drinking rates and associated problems (e.g., ASTP)
- Offering brief motivational enhancement interventions.
  - Reductions in drinking rates and associated problems (e.g., BASICS)
- Challenging alcohol expectancies.
  - Reductions in alcohol use

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

Finding potential hooks, change talk, and behavior change strategies: An Example

- “What are the good things about ________ use for you?”
- “What are the ‘not-so-good’ things about ________ use?”
- “What would it be like if some of those not-so-good things happened less often?”
- “What might make some of those not-so-good things happen less often?”
Questions/Challenges

Research questions related to a changing legal climate

- How will use by youth and adolescents be affected?
  - 19% of seniors said they would try mj or increase use if legalized

Source: Kilmer & Lee (2013)
How will use by youth and adolescents be affected?
- 19% of seniors said they would try mj or increase use if legalized

How is DUI reliably measured, and how long after use should one wait before driving?

Will increased availability result in increased use (regardless of age group)?

Source: Kilmer & Lee (2013)

Impact of Outlet Density for Alcohol

- Restrictions on alcohol retail outlet density.
  - Higher density of alcohol outlets is associated with higher rates of consumption, violence, other crime, and health problems.
  - Higher level of drinking rates associated with larger number of businesses selling alcohol within one mile of campus

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

Research questions related to a changing legal climate

- How will use by youth and adolescents be affected?
  - 19% of seniors said they would try mj or increase use if legalized

- How is DUI reliably measured, and how long after use should one wait before driving?

- Will increased availability result in increased use (regardless of age group)?

- What, if any, are the harm reduction guidelines for marijuana use?

- Will an illegal market truly be avoided through legalization & sales through state-regulated stores?

Source: Kilmer & Lee (2013)
Talking with someone you’re concerned about...

- Talk to a student when he/she is free of distractions
- Ask open-ended questions
- Don’t make assumptions
- Don’t label behavior
- Don’t judge behavior
- Remain calm and empathic/understanding

Talking with someone you’re concerned about...

- Describe behavior or specific consequences
- Ask about their thoughts and concerns, and what they might want to do, if anything
- Be aware of resources on campus
- Be OK with a person not wanting to talk or accept your referral
- Consult with colleagues and other appropriate staff when needed
- Be careful not to take on too much

Wrapping Up

- Conversations you have with a student can impact retention and contribute to their academic success
- You could be positioned to see students who might otherwise “slip through the cracks”
- The ability to reach a student who may be struggling can have significant health implications
- In this changing legal climate, attend to emerging needs/changes related to marijuana use
- Future research can explore other ways to reach and impact students, including through use of emerging technology
Join the College Coalition for Substance Abuse Prevention (CCSAP) and come to our FREE conference on May 19, 2014!

Jason Kilmer
jkilmer@uw.edu

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