

BASICS and MI Training
Illinois Higher Education Center
Steven W. Clarke, Ph.D.



Delivering BASIC with Fidelity
Steven W. Clarke, Ph.D.



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**BASICS Session 1:
Assessment Interview**



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Preparing For Session 1

Prepare BASICS Feedback Generator
 Create folder for student that includes:

- Standard Drinks Handout
- Heaviest Drinking Occasion Worksheet
- 4-Week Follow-back Worksheet
- Self-Monitoring Card (optional)



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Session 1: Objectives

- Assess Behavioral History:
 - Mental Health,
 - Physical Health,
 - Family History of Substance Abuse,
 - Personal Alcohol Use, and
 - Other Health Behaviors.
- Identify Alcohol Use Disorder
- Rapport Building
- Getting an Initial Commitment



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Session 1: What is Measured

During Session:	Feedback Questionnaire:
Mental Health History	Short- and Long-Term Goals
History of Conduct Disorder	<i>Family History</i>
Family History	<i>4-Week Follow-Back: Alcohol</i>
Episodic Drinking Pattern	AUDIT
Symptoms of Alcohol Use Disorder	Alcohol-Related Consequences
<i>4-Week Follow-Back: Alcohol</i>	Other Substance Use
	Protective Strategies
	Alcohol Outcome Expectancies
	Readiness to Change
	Roadblocks to Change



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Session 1: Clinical Goals

- Building rapport with the student;
- Orienting the student to the purpose and structure of the meetings;
- Gaining an initial commitment from the student to participate in the intervention.
- Two important points of emphasis:
 - The student gets to decide whether he or she wants to change or even wants to consider changing, and
 - The decision about what to do with the information provided belongs entirely to the student.



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Session 1 Exercise: Standard Drinks



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Session 1 Education: Standard Drinks



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Session 1 Measure: Typical Drinking Pattern

STEADY PATTERN CHART: If the client drinks at least once per week complete this Chart, and summarize data. For each time period enter amount consumed in standard drinks.

Time of Day	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Morning:							
Afternoon:							
Evening:							
Daily Totals:							


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Session 1 Measure: Episodic Pattern Chart

Episodic Pattern Chart
(Periodic and Combination Pattern Drinking)

2. **QUANTITY/FREQUENCY OF EPISODIC DRINKING:** Multiply Quantity (SDs per episode) by Frequency (episodes per 3 months) for each episode type

SDs is the number of ounces multiplied by percentage of alcohol multiplied by two (if oz. X % alcohol X 2)

BAC is the blood alcohol concentration (Weight/sex/SDs/hours)

1. EPISODE TYPE ONE:

Brief description of episode:		Amount of time in episode (hours):	
Type of beverage consumed:	Number of SDs per drink:	Total number SDs consumed per episode:	
Number of drinks consumed:		Peak BAC during episode:	
Number of times in past 3 months this type of episode occurs:			


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Session 1 Measure: Heaviest Drinking Occasion

Heaviest Drinking Occasion. Think back over the last two weeks of the occasion when you had the most to drink.

Brief description of episode:

Type(s) of beverage consumed:

Number of standard drinks consumed:	Amount of time in episode (hours):
Number of times in past 3 months this type of episode occurs:	


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Session 1 Exercise:
Positive and Negative Outcomes



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Maximizing Positive Outcomes

Positive Outcome	Underlying Principle
Social Enhancement:	Research indicates that a few drinks can increase sociability. The major cause that alcohol makes you more talkative.
Stress Reduction:	Research indicates that a few drinks can reduce tension and stress, and that further alcohol consumption does not reduce stress further.
Maintenance of Sexual Pleasure:	The inhibition of sexual pleasure begins at BALs of .05 and increases quickly, often resulting in sexual dysfunction at BALs > .18.
Sharper Cognitive Abilities:	Drinking to intoxication impairs concentration and memory for up to 72 hours.



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Session 1 Exercise:
Decisional Balance Exercise

	Changing	Not Changing
Benefits		
Costs		



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Session 1 Exercise: Decisional Balance Exercise

	Changing	Not Changing
Benefits	<ul style="list-style-type: none"> Increased control over my life Support from family and friends Decreased school problems Improved health & finances 	<ul style="list-style-type: none"> More relaxed More fun at parties Don't have to think about my problems
Costs	<ul style="list-style-type: none"> Increased stress/anxiety Feel more depressed Increased boredom Sleeping problems 	<ul style="list-style-type: none"> Disapproval from friends/family Money problems Damage close relationships Increased health risks


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Session 1: Getting a Commitment

- What type of commitment are you looking for?
- What if the student is not committed to the process?


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Session 1: Concluding Session

- Schedule Next Meeting
- Give Student BASICS Feedback Generator
- Provide the Student a copy of:
 - Standard Drinks Handout
 - Heaviest Drinking Occasion Worksheet
 - 4-Week Follow-back Worksheet
 - Self-Monitoring Card (optional)
- Ask if they have any questions
- Thank them for attending


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Immediately After Session 1

- Review and cleanup notes
- Summarize where the student is at:
 - Stage of Change
 - Resistance
 - Change-Talk
 - Level of Commitment
- Note some things that you might talk about during the next session



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Preparing for Session 2 Review of Survey and Feedback Report

- Student Completes and Returns Survey
- Review Survey
- Print Copies of Personalized Feedback Report (PFR)
- Review PFR:
 - Make notes on things that you might want to talk about
 - Seek feedback from others if necessary



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Preparing for Session 2 Prepare Student Folder

- Two copies of PFR
- Copy for Educational Handouts
 - Estimating Blood Alcohol Level
 - Alcohol Expectancies
 - Bi-Phasic Response
 - Tolerance
 - Protective Behaviors Checklist
- BAL Chart



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Alcohol and Substance Use Survey



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**BASICS Session 2:
Feedback Interview**



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Session 2: Objectives

The overarching goal to increase motivation and skills for change by:

- Providing students personalized feedback,
- Comparing student's drinking quantity and frequency to a normative sample, and
- Reviewing individual risk factors,
- Debunking myths and increasing knowledge about alcohol and its effects,
- Offering strategies to reduce current and future risks, and
- Problem solving potential barriers to change.



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Session 2: Process and Approach

- Orienting, reestablishing rapport, and strengthening commitment to change
- Stay in MI mode when providing feedback and advice:
 - Avoid "shoulds"
 - Take a pragmatic realist stance.
 - Motivation and insight not necessarily required for behavior change.
 - Get specific commitments for behavioral action steps when possible.

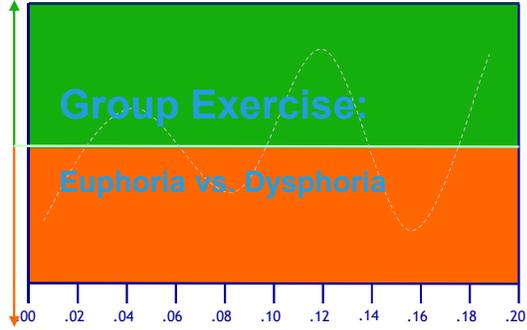
Quantum" Change can Occur!



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Euphoria vs. Dysphoria



Group Exercise:
Euphoria vs. Dysphoria

Blood Alcohol Concentration

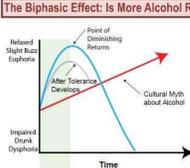


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Session 2: PFR: The Bi-Phasic Response

The Biphasic Effect: Is More Alcohol Really Better?



It's About Balance

The Point of Diminishing Returns (about 0.06% BAC or less for low and moderate tolerant drinkers) indicates that the desirable positive experiences from drinking have reached their maximum (i.e., feeling relaxed, buzzed, being more social, reducing stress, having fun).

It's natural to think that drinking more will result in a more positive experience, but instead the depressant effects of alcohol begin to overtake the positive effects.

As you drink, a good time can turn into poor judgment, negative emotions, physical impairment, social embarrassment and blacking out or passing out.

Questions you would use to process this section?



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Treatment Integrity and Evaluation



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Motivational Interviewing Treatment Integrity

A behavioral coding system that allows you to determine how well the practitioner is using motivational interviewing.

There are two components to the MITI

- Global Scores: Require coder to assign a single number from a five-point scale to characterize the entire interaction
- Behavioral Counts – Requires coder to tally instances of particular interviewer behaviors from the beginning of the segment being reviewed until the end.



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List of MITI Codes

- EVOCATION (Global rating of evocation)
- COLLABORATION (Global rating of collaboration)
- AUTONOMY/SUPPORT (Global rating of Autonomy/Support)
- DIRECTION (Global rating of direction)
- EMPATHY (Global rating of empathy)
- SPIRIT (Global rating of MI Spirit; Average of Evocation, Collaboration, Autonomy/Support)
- GI (Giving Information)
- MIA (MI Adherent)
- MINa (MI Non-adherent)
- OQ (Open Question)
- CQ (Closed Question)
- Rs (Reflection simple)
- Rc (Reflection complex)



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“Proficiency” in MI (Miller, 2000)

- Talking less than the client does.
- Reflecting twice per each question asked of client
- Using mainly complex reflections (e.g., paraphrases, summaries)
- Using predominantly open-ended questions
- Avoiding practitioner behaviors that push client beyond current level of readiness (e.g., warning, confronting, unwelcome advice)



Evaluation

- Pre-“Incident”
- Pre-Intervention
- Post-Intervention
- 30/60/90-Day Follow-up



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