

# **Effects of an alcohol programme at Swedish university halls of residence**

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# Effective Intervention Methods

Alcohol Skills Training Programme, ASTP

Expectancy Challenge, EC

Personalized Drinking Feedback, PDF

Ref: Berglund, M *later session*



# Intervention in resident halls

Larimer et al 2001

Brief motivational enhancement  
intervention superior to treatment as  
usual, one year follow-up



## Our research group

Student resident halls (present presentation)

Total university prevention (poster session,  
Andersson)

Freshmen (poster session, Johnsson)

Student pubs (Johnson, Berglund Addiction 2003)

Adult children of alcoholics  
(Hansson et al, submitted)



# Aim

To examine the effects of a Cognitive Behavioural Programme compared to a 12-step based prevention programme and a control group, given to students in resident halls.



# Halls of residence

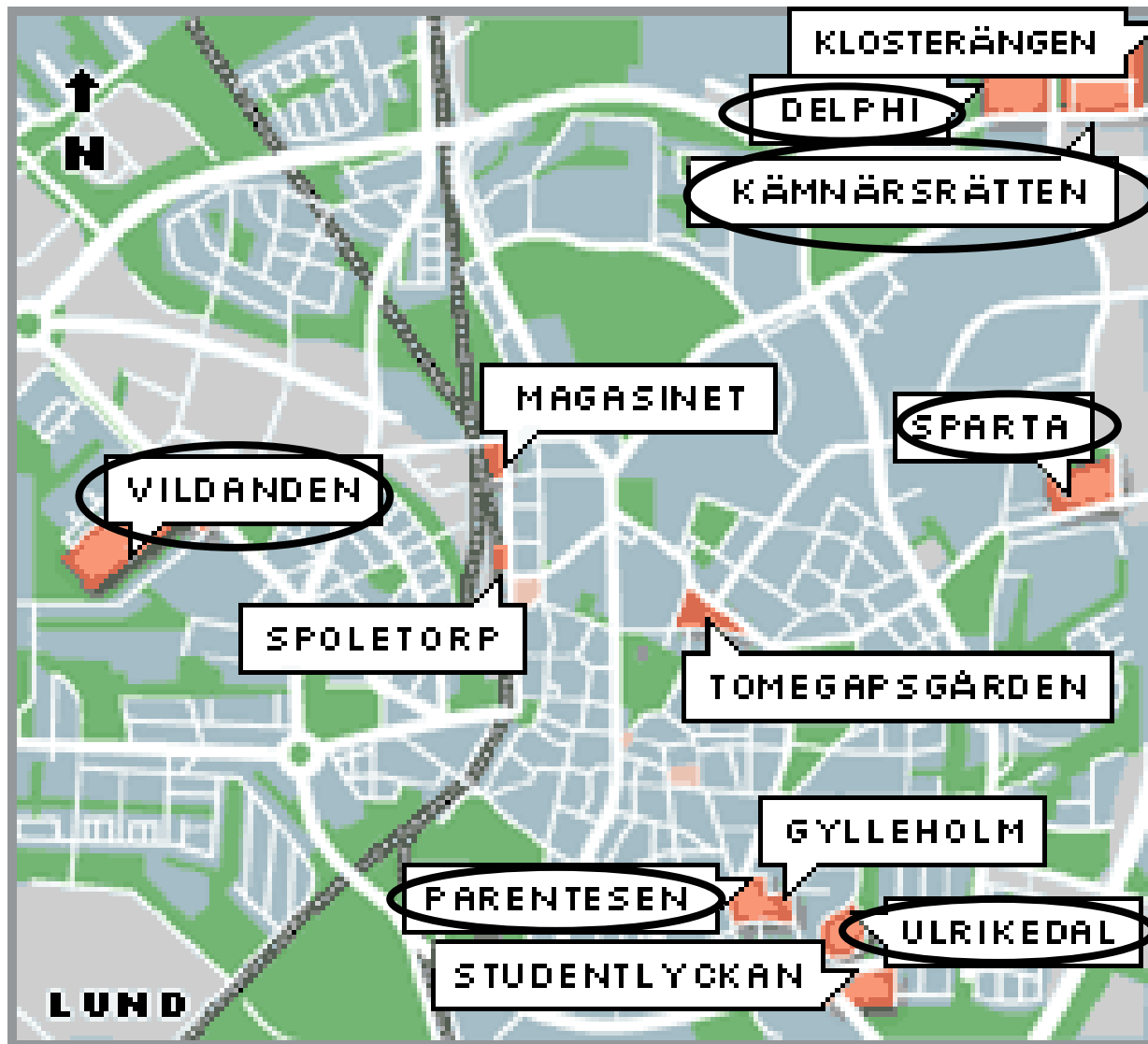
University of Lund

Akademiska Föreningen 5632 rooms

One to two kitchens, six to 26 rooms

Mostly new students





# Design

Personal visits to resident halls - baseline

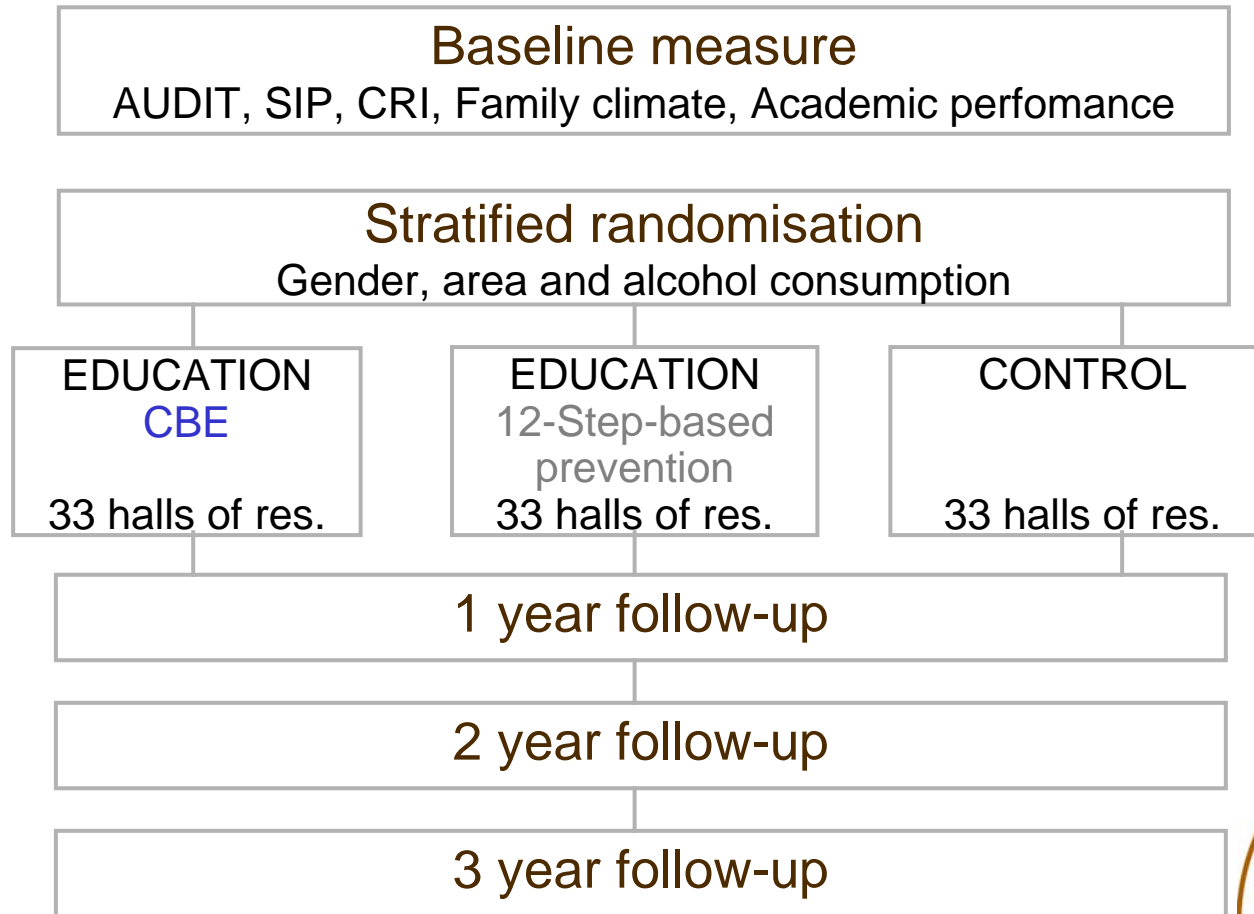
Cluster randomisation made at each resident hall

Intervention at Student Health Care





# Material and method



# Personalised feedback

Women		
	Party Alcohol Level	AUDIT
High	...1.24.. ‰	...7.. points
	<b>X</b>	
75%	..... (1.12)	..... (8)
		<b>X</b>
50%	..... (0.73)	..... (5)
25%	..... (0.30)	..... (3)
Low		



# Measures

## AUDIT

### Alcohol Use Disorders Identification Test

#### WHO

Consumption, dependence, harm

10 questions, scale 0-40



# Measures

SIP

Short Index of problems

NIAAA - MATCH

Possible alcohol problems

15 questions, scale 0-45



# Measures

Not included

Coping Resources Inventory, CRI  
(Hammer)

Family climate (Hansson)

Academic performance



# Cognitive Behavioural Education

Three hour interactive education at Student Health Care

- Expectancies of alcohol use (modified AEQ)
- Basic alcohol education
- Calculate blood alcohol concentration (BAC)
- Monitor alcohol consumption
- Gender roles and alcohol effects
- Plan "party" alcohol consumption



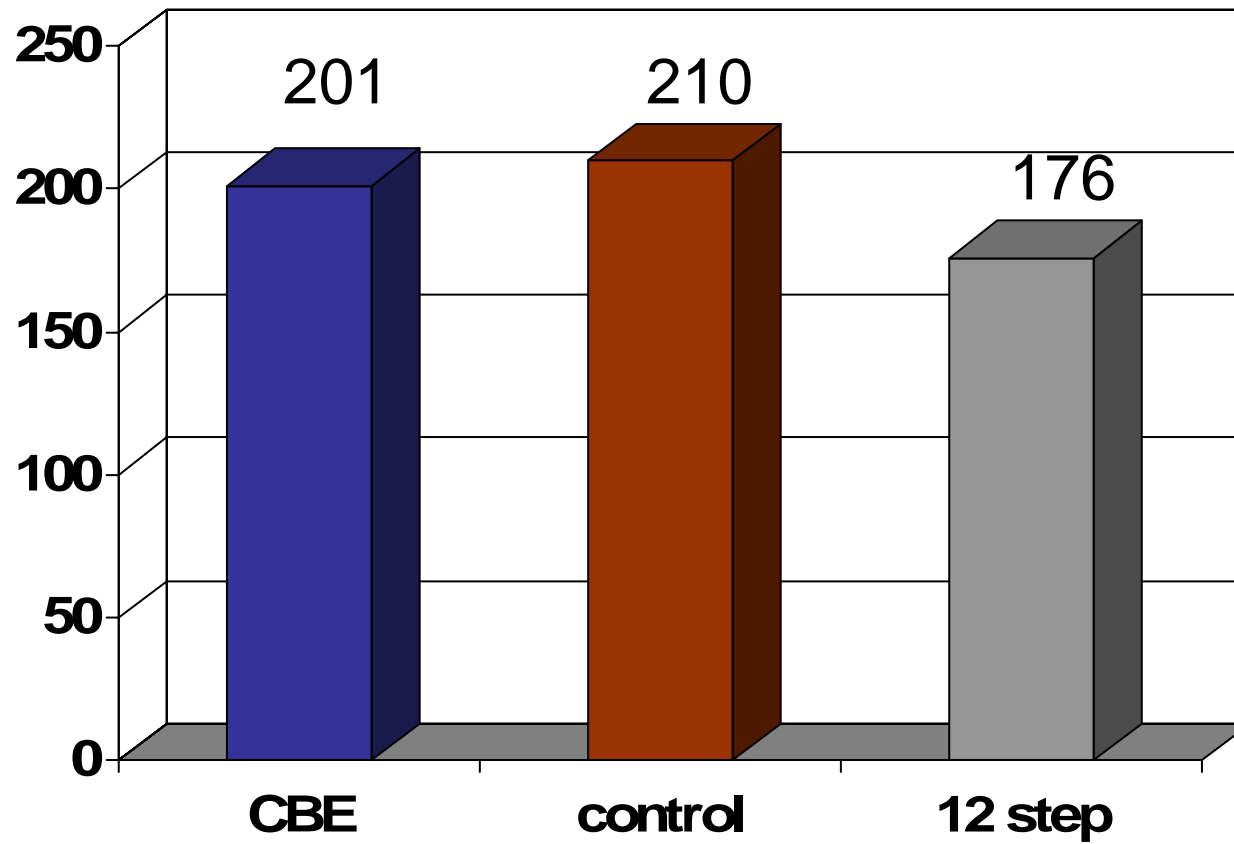
# 12-step based prevention

Three hour lecture at Student Health Care,  
given by trained 12 step programme  
therapists

- Basic knowledge of alcohol
- Risks and dangers with alcohol
- Risks of alcohol dependence
- Alcoholism and treatments



# Population





	<b>N of students</b> (% of baseline)	<b>% male</b>	<b>Age</b> (years $\pm$ SD)
<b>Baseline</b>	587	64.2%	23.5 $\pm$ 4.8
<b>Year 1</b>			
<b>Year 2</b>			
<b>Year 3</b>			



	<b>N of students</b> (% of baseline)	<b>% male</b>	<b>Age</b> (years $\pm$ SD)
<b>Baseline</b>	587	64.2%	23.5 $\pm$ 4.8
<b>Year 1</b>	405 (69%)	62.5%	24.5 $\pm$ 5.4
<b>Year 2</b>			
<b>Year 3</b>			



	<b>N of students</b> (% of baseline)	<b>% male</b>	<b>Age</b> (years $\pm$ SD)
<b>Baseline</b>	587	64.2%	23.5 $\pm$ 4.8
<b>Year 1</b>	405 (69%)	62.5%	24.5 $\pm$ 5.4
<b>Year 2</b>	371 (63.2%)	63.1%	25.4 $\pm$ 4.3
<b>Year 3</b>			



	<b>N of students</b> (% of baseline)	<b>% male</b>	<b>Age</b> (years $\pm$ SD)
<b>Baseline</b>	587	64.2%	23.5 $\pm$ 4.8
<b>Year 1</b>	405 (69%)	62.5%	24.5 $\pm$ 5.4
<b>Year 2</b>	371 (63.2%)	63.1%	25.4 $\pm$ 4.3
<b>Year 3</b>	363 (61.8%)	60.1%	26.3 $\pm$ 4.3



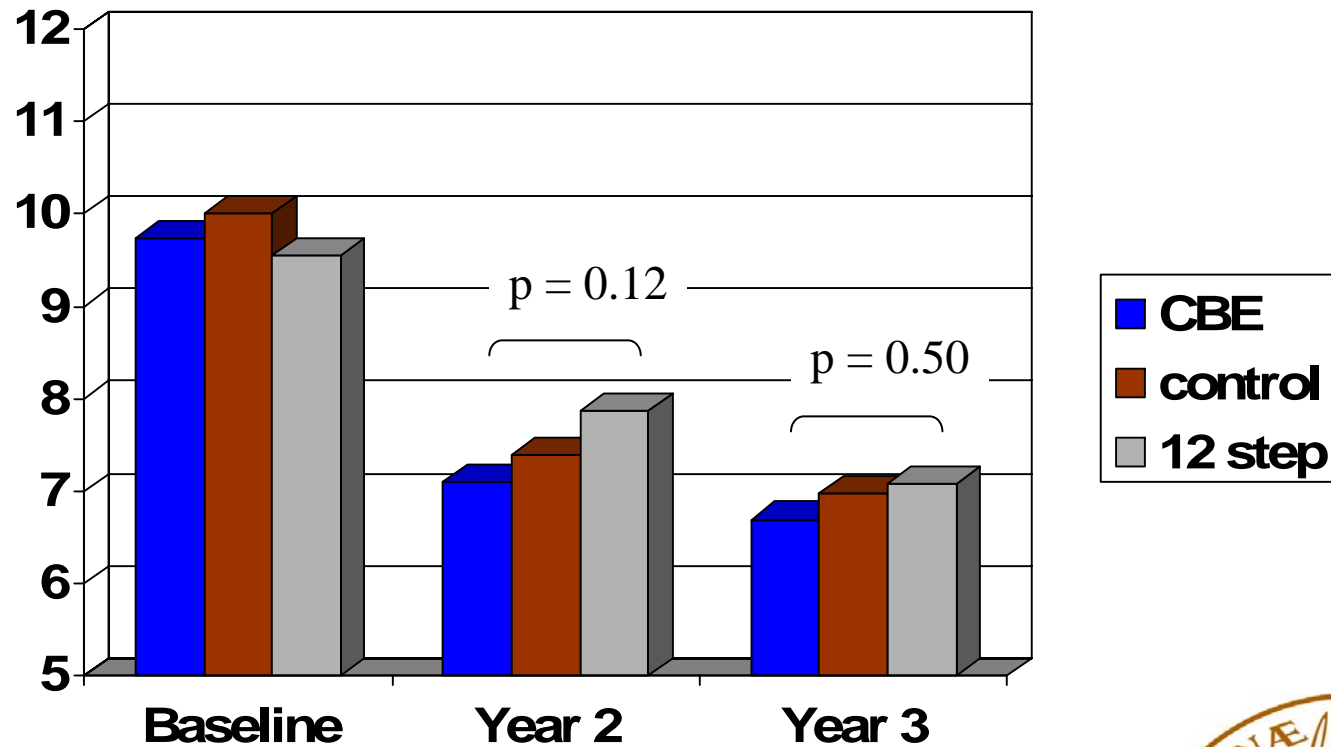
# Results

	CBE	12-step
Attended intervention programme after invitation	61%	24% ***

\*\*\* p= .001



# AUDIT



ANCOVA

CBE vs. 12 step [95% CI]

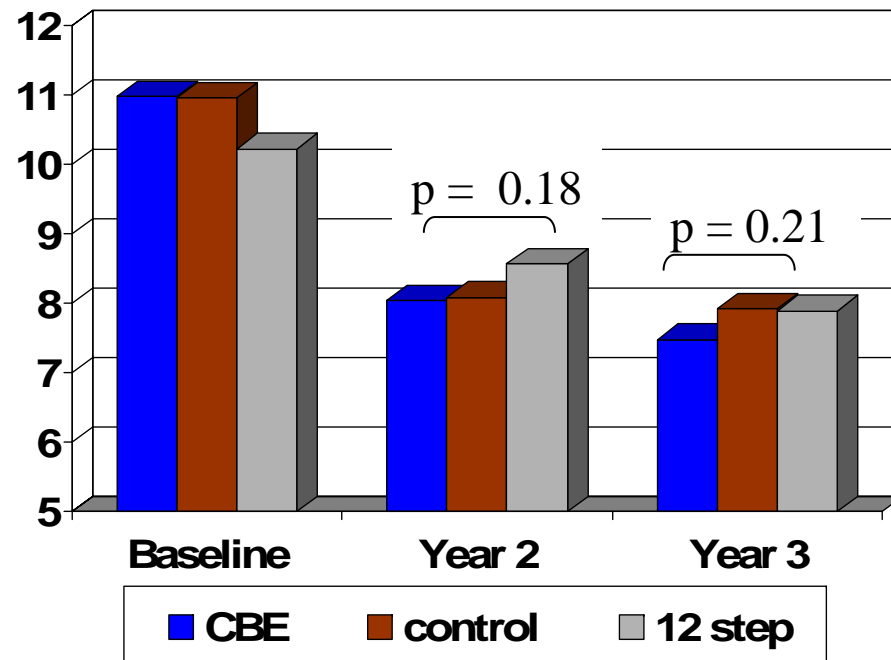
-0.65  
[-1.47, +0.17]

-0.24  
[-0.94, +0.46]

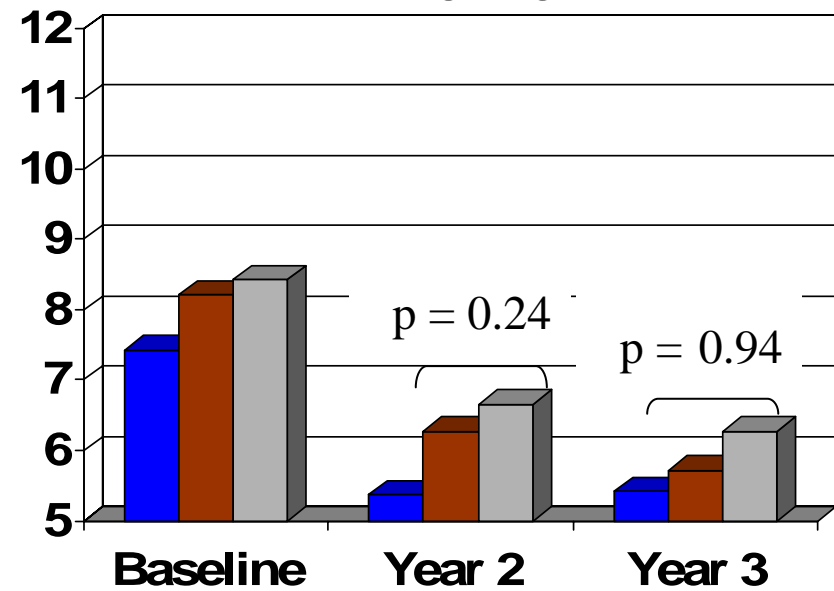


# AUDIT

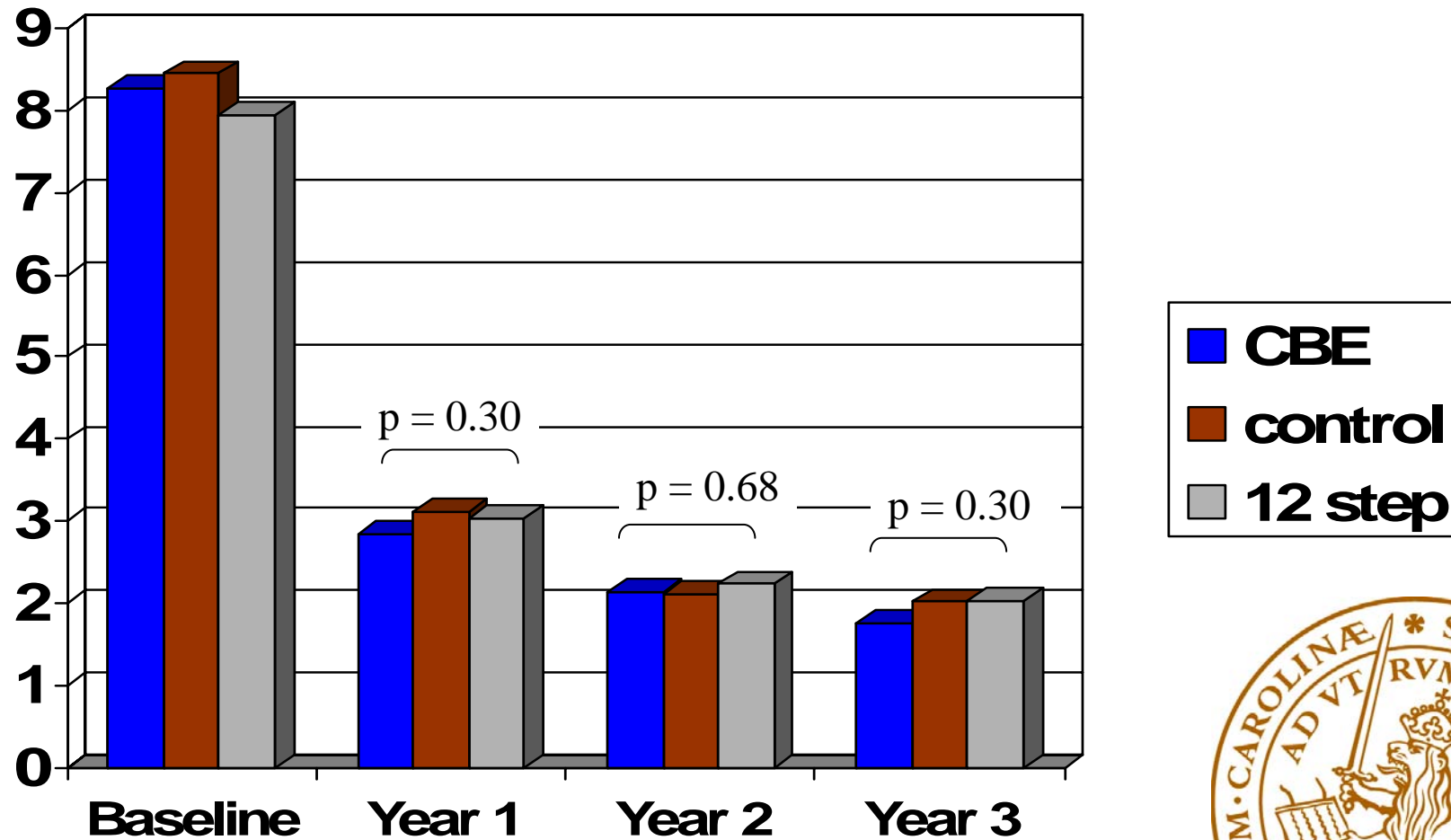
## Men



## Women



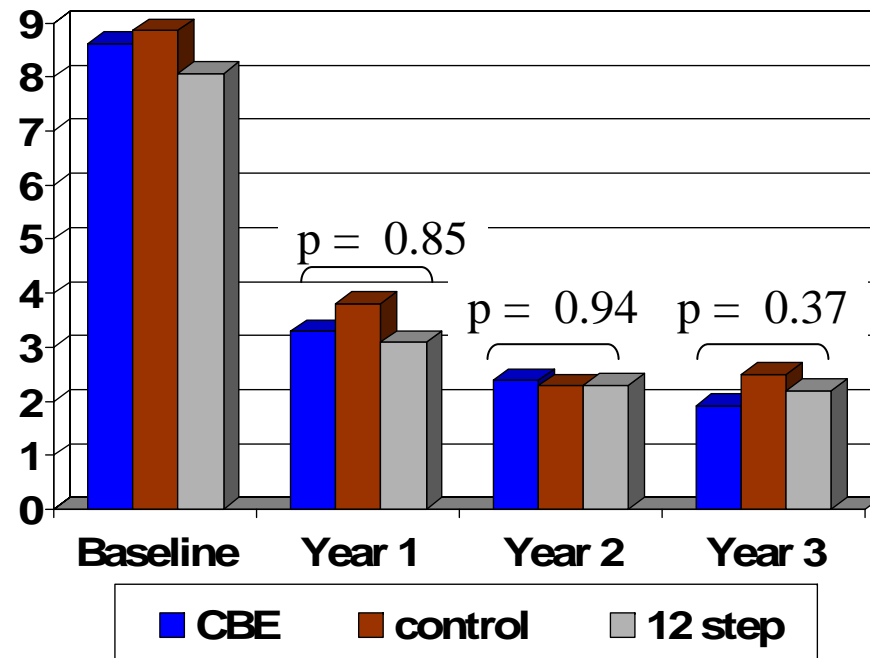
# SIP



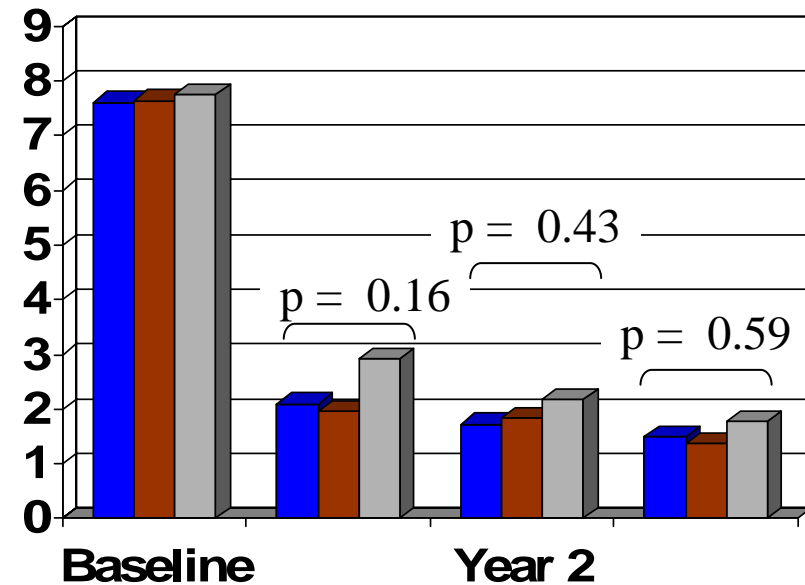


# SIP

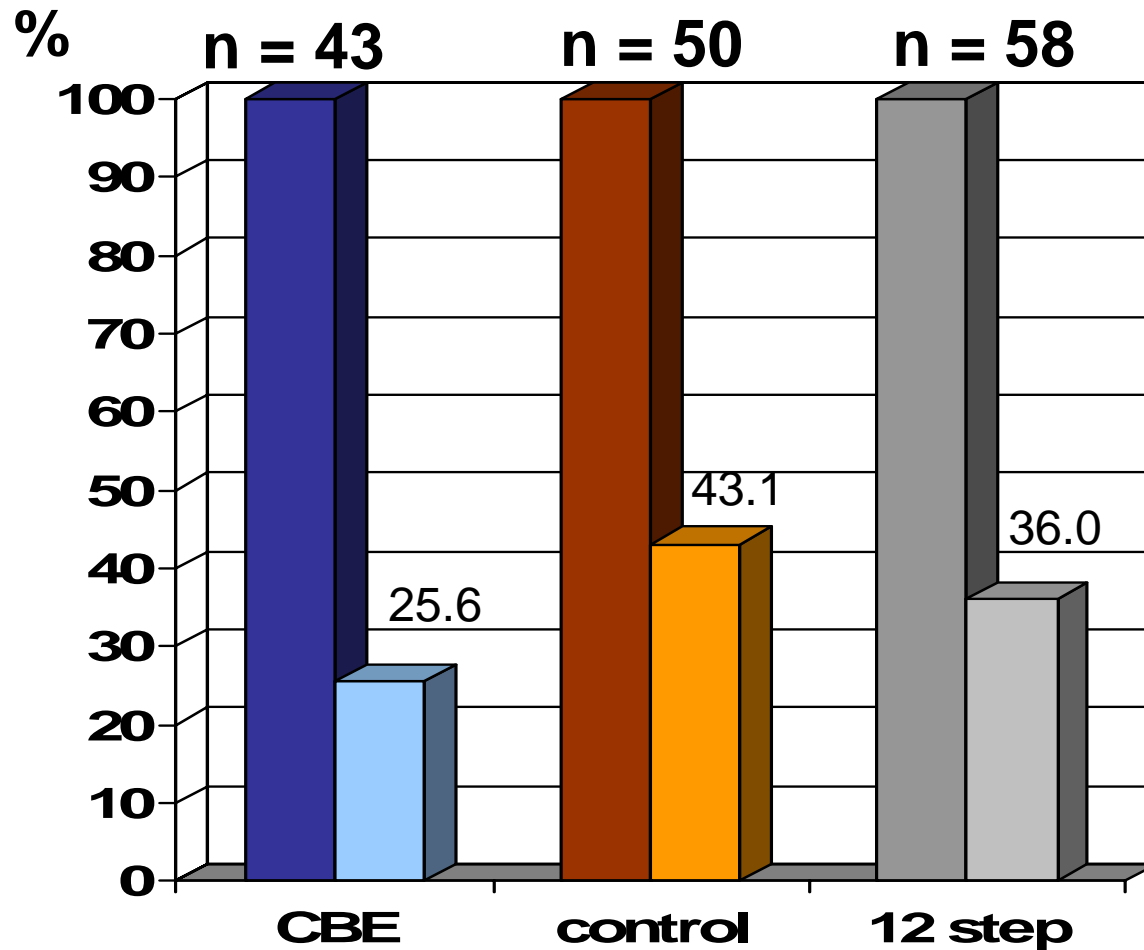
## Men



## Women



# AUDIT cut off



CBE vs control  $d=0.36$ , vs 12 step  $d=0.22$



# Follow up

No differences between follow ups and drop outs regarding AUDIT or SIP



# Conclusions

CBE program better accepted than 12 step program

No significant outcome differences

Effect size            CBT vs control  $d=0.36$

CBT vs 12 step  $d=0.22$



# Future analyses

- Trajectory analysis  
(improves explained variance)
- Influence of hall cultures
- Relationship between drinking and coping
- Influence on academic performance



# THANK YOU

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