EFFECTIVE ALCOHOL AND OTHER DRUG INTERVENTIONS WITH THE COLLEGE-AGED POPULATION USING THE DSM-V™

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OBJECTIVES

• **Explore** trends in high-risk alcohol consumption among college students and the negative consequences that often result.

• **Discuss** national trends addressing high-risk alcohol prevention, intervention, and recovery initiatives among college students.

• **Examine** the changes in the DSM-V™ criteria and its impact on college and university initiatives that address high-risk alcohol consumption.

• **Provide** recommendations for practitioners.
WHAT DOES THE LITERATURE SAY?

• Adolescent substance use / abuse
• Transitional issues
  • Norms
  • Social Cognitive Theory (Bandura, 1977)

• Today’s College Student
  • Statistics
  • Co-occurring Disorders
  • Counseling Center Use
NATIONAL DATA ANALYSIS / TRENDS

- National Institute on Alcohol Abuse and Alcoholism (NIAAA)
- Everfi
- Cognitive-Behavioral Training and Motivational Enhancement Interventions
  - BASICS
- Recovery and Support Options
  - Collegiate Recovery
  - Oxford Houses
• New category: Substance Use Disorder
• Use of substances in a continuum – severity of use is connected to the number of symptoms present (mild to severe)
  • Change from Substance Abuse and Substance Dependence

• “…the path of non-use to addiction as a process whereby not all who use alcohol or drugs are dependent and each individual may experience a variety of symptoms.”

• Because of this reconfiguration of symptoms and the continuum outline, interventions and referrals for resources, education, prevention, and treatment must be altered to fit the appropriate level of severity.
THE HIGHLIGHTED CHANGES – A BRIEF SUMMARY

- Substance-related disorders was renamed Substance Related and Addictive disorders in DSM-5™
- This category now includes both substance related and non-substance addictions (gambling)- a substantial shift in this category
- Cannabis withdrawal was added while Caffeine withdrawal is under further study
- Criteria for early and sustained remission were changed in DSM-V™ to 3-12 months and 12+ months and allowing for cravings
- No longer are there categories of substance abuse and dependence. They were merged into a singular category of Substance Use Disorders
- Elimination of tolerance and withdrawal as symptoms required for substance use disorder. Only when a client/patient is being prescribed medication that has known addictive properties
- The term “dependence” now is limited to physiological dependence and is often a normal response to certain types of medications.
- Addition of new “craving” diagnostic criteria
- Elimination of “legal problems” as a diagnostic criteria
SHIPPENSBURG UNIVERSITY

• CONNECTION Program – History and Program Overview
  • The “Points” System
  • Assessments for Appropriate Treatment
    • Alcohol Edu™
    • BASICS
    • Early Intervention Groups (EIG)
    • Professional Assessment(s)
      • In-patient, partial-, out-patient programs
**Typical Violations**

- Use and/or possession of ANY controlled substance other than marijuana; Selling/Distributing ANY controlled substance
- Possession of drug paraphernalia; Hospitalization due to alcohol and/or drug consumption; Use and/or possession of marijuana
- 2nd violation of underage use and/or possession; Providing alcohol to minors; Hosting a disruptive social gathering
- Underage use and/or possession of alcohol; Public drunkenness (if 21 or older)

**Level of Service**

- **Level 4**: 10 or More Points (Review for AOD Suspension or Expulsion)
- **Level 3**: 6-9 Points (BASICS Pre-Assessment + Professional Assessment)
- **Level 2**: 3-6 Points (BASICS Pre-Assessment + Early Intervention Group)
- **Level 1**: 0-3 Points (BASICS Pre-Assessment)
PREDICTIONS IN PREVENTION

Future trends in prevention, intervention, and recovery efforts...

• Prevention will go virtual
• Shift from high-risk prevention programming to focus on those students who are abstainers and minimal drinkers
• Parents as “new students”
• Elevating the position of prevention coordinator to that of an integrated position holding a central role in wellness, prevention, student retention
• Health and wellness will and continues to be an aspect of college offerings appealing to parents and students alike.
IMPLICATIONS FOR PRACTICE

• Establish, Assess, and Maintain Campus Partnerships
• Provide Alternative Programming Opportunities
• Rethink Resource Allocations
• Concentrate on Student Wellness
• Reinforce the Norm
THANK YOU!

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