

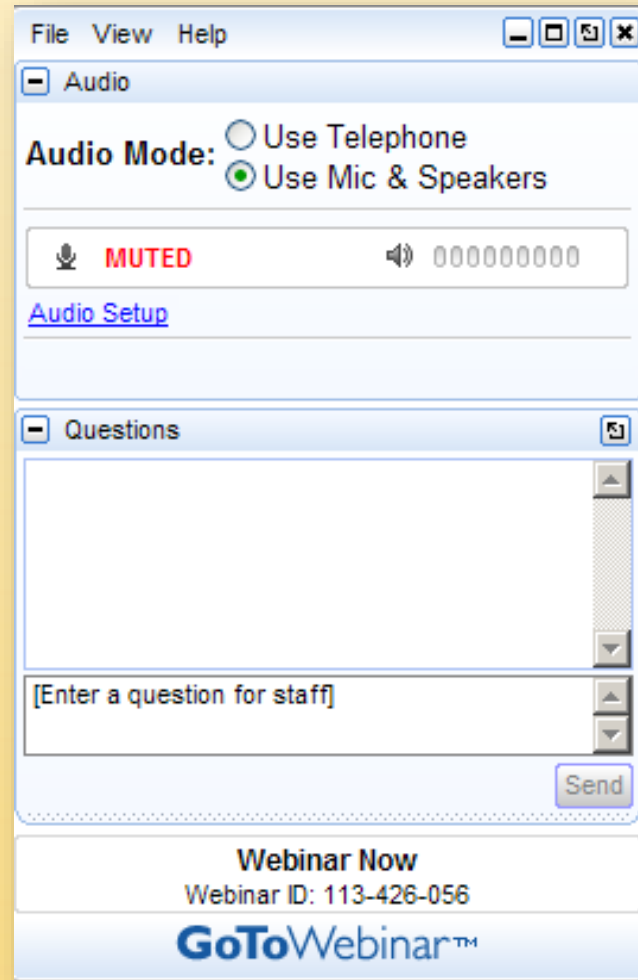
myPlaybook

Online Drug Education for Student-Athletes

Hazardous Drinking by First-Year College-Athletes: The Differential Roles of Drinking Motives, Alcohol Consequences, and Season Status

Drug Free Sport™

Important Webinar Features



Webinar Panelist

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University of North Carolina at Greensboro

- B.S., Community Health Education
 - SUNY Potsdam
 - Student-athlete; Hockey
- MPH, Public Health Education
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Agenda

- Institute to Promote Athlete Health & Wellness
- Student-athletes; a unique population
- *The Study*
 - *Methods*
 - *Measures*
 - *Participants*
 - *Results*
 - *Limitations*
 - *Discussion*

Institute to Promote Athlete Health & Wellness



The Institute for the Promotion of Athlete Health and Wellness (IPAHW)

- Mission Statement
 - Work collaboratively with a variety of organizations to provide educational resources and support through evidence-based programming, training, and research/evaluation to promote athlete health and wellness thereby fostering lifelong athlete development.
- Vision
 - To improve the health and wellness of athletes through the translation of alcohol and other drug (AOD) and mental health research to effective policies and practices.
- What this potentially means for you...
 - Comprehensive and evidence-based alcohol and other drug prevention and mental health promotion services available to all myPlaybook institutions.

Resources and Services Delivered by IPAHW

- Provide alcohol & other drug and mental health assessment services.
- myPlaybook & Coaches Assist
- Provide evaluation and technical support services for athlete health & wellness initiatives
- Knowledge Base Inventory
 - Online tool to disseminate best practice information specific to athlete health and wellness issues
 - Intended for athletics administrators, staff, and coaches (also appropriate for Student Affairs professionals)
- Athlete Health & Wellness Institute Newsletter
- Monthly webinar series on timely athlete health & wellness issues/topics
- Ongoing research and development related to athlete health a wellness

A Unique Population

- Student-athletes as a group at high-risk for heavy alcohol use.
- College student-athletes engaged in more heavy episodic drinking occasions, endorsed drinking more on peak drinking occasions, and reported getting drunk more frequently than their non-athlete peers
- Heavy episodic drinking exposes college student-athletes to a number of psychosocial and physical alcohol-related negative consequences such as:
 - Academic consequences like missing class and performing poorly on a test,
 - Athletic consequences like feeling sluggish in practice or competition
 - Physiological consequences like memory loss
 - Psychosocial consequences like driving while under the influence or engaging in fight or argument because of alcohol use.



The Study

Title: Hazardous Drinking by First-Year College-Athletes: The Differential Roles of Drinking Motives, Alcohol Consequences, and Season Status

Authors: Dr. Edward Wahesh, Dr. Jeffrey J. Milroy, Dr. Todd F. Lewis, Dr. Muhsin M. Orsini, & Dr. David L. Wyrick

Publication (in press): Journal of Alcohol and Drug Addiction

Purpose:

- a. To explore differences between levels of risky drinking and alcohol motives, negative consequences, and season status.
- b. To explore the relationship between alcohol motives, negative consequences, seasons status and risky drinking using an established screening tool for college students.

Methods

Participant Recruitment

- Participant recruitment occurred during a required course for all first-year student-athletes.

Procedures

- Participants completed a brief questionnaire that included demographic questions, the AUDIT-C (Bush, Kivlahan, McDonell, Fihn, & Bradley, 1998), the Brief Young Adult Alcohol Consequences Questionnaire (BYAACQ; Kahler, Strong, & Read, 2005), and the Athlete Drinking Scale (ADS; Martens, Watson, Royland, & Beck, 2005).

Plan of Analysis

- Independent Sample t tests were used to explore group differences between those who met the AUDIT-C criteria (risky drinking) and those who didn't.
- Logistic regression was used to explore the extent to which negative consequences, and drinking motives accounted for varying levels of risky drinking.

What We Measured

Alcohol Use Disorder Identification Test - Consumption (AUDIT-C)

- *i.e., risky drinking (based on frequency of drinking, number of drinks consumed on a drinking day, and frequency of heavy drinking.*

Brief Young Adult Alcohol Consequences Questionnaire (BYAACQ)

- 24 psychosocial consequences of alcohol consumption (e.g., “I have felt very sick to my stomach or thrown up after drinking”)

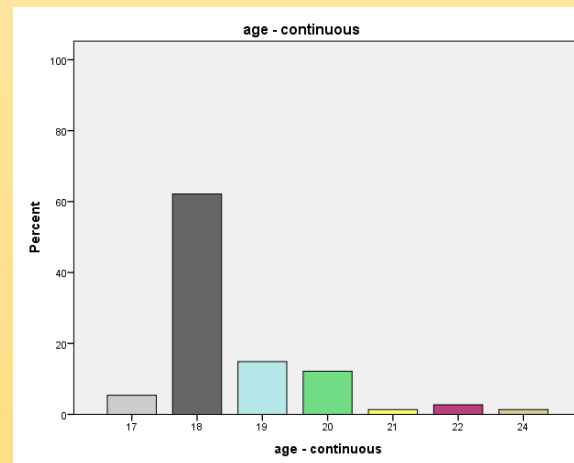
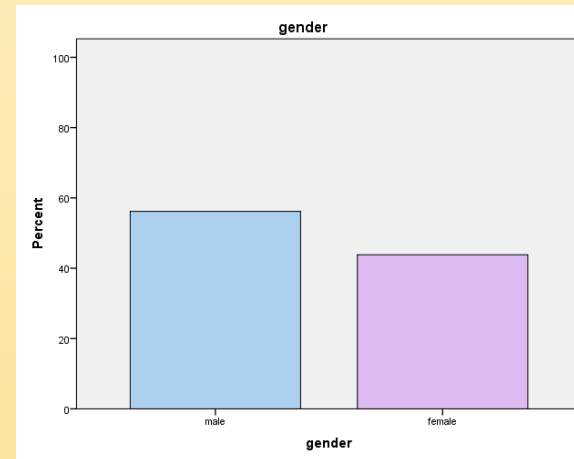
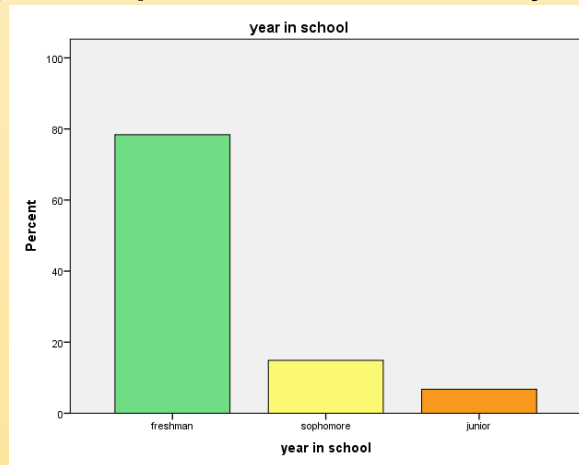
Athlete Drinking Scale (ADS)

- The ADS contains three subscales related to drinking motives:
 1. Positive reinforcement (nine items)
 2. Team/group (seven items)
 3. Sport-related coping (three items).
- Higher scores reflect greater endorsement of specific reasons for alcohol consumption.

Who Participated?

Participants:

- Ultimately, 74 first year student-athletes all above the age of 18 participated in the study.



What We Found

Group differences

- Students who met the AUDIT-C criteria (hazardous drinking) exhibited significantly higher “athlete drinking motives” than students who scored below the cut off.
- Hazardous drinkers also reported higher levels of sports-related coping motives (drink to deal with poor performances), team/group motives (drink to fit in with teammates), and positive reinforcement motives (drink to celebrate athletic victories). **Further, compared to Hazardous drinkers reported a greater number of psychosocial consequences.**
- Categorical variables revealed no significant differences in age, gender, or ethnicity between groups AUDIT-C groups.
- No differences were found in reported season status by group.

What We Found Continued

- Based on the findings shared in the previous slide, alcohol-related negative consequences, sports-related coping motives, team/group motives, and positive reinforcement motives were entered into a logistic regression to determine which predictors accounted for unique variance in the criterion variable, AUDIT-C risk status.
- Interestingly, there were no differences between AUDIT-C groups when observing competitive season status (sample size).
- Three variables (psychosocial problems, sports-related coping motives, and positive reinforcement motives) emerged as significant predictors of hazardous drinking.

What We Found Continued

- The predictor variable that best distinguished hazardous from non-hazardous student- athlete drinkers was **coping motives, then positive reinforcement.**
 - In other words, increases in coping motives leads to 7.28 times greater odds of being a hazardous drinker.
 - Positive reinforcement motives was the next strongest predictor; increases in positive reinforcement motives leads to 3.59 greater odds of being a hazardous drinker.

Study Limitations

- All data collected were self-reported. Even though participants were assured of anonymity, the truthfulness of the respondents could not be determined.
- Data were collected utilizing convenience sampling procedures from a single cohort of student-athletes attending a Division I university located in the Southeastern United States. Thus, it is unclear if the results generalize to first-year student-athletes in the same or other competitive divisions, conferences, or geographical regions of the United States, thereby compromising external validity.
- Further research with larger samples of first-year student-athletes representing different campuses is necessary to validate these findings.
- Despite these limitations, the present study makes an important contribution to the literature on alcohol consumption among collegiate student-athletes.

Discussion

- Sport-related coping occurs throughout the year and not only during in-season competition. These findings are particularly important when attempting to prevent problematic drinking among first-year student-athletes. Thus the need for prevention and intervention programming throughout the academic year (i.e., during both in and out-of season) for first-year student-athletes is imperative.
- Given the relatively high ratio of participants who screened positive for hazardous drinking, it may be advantageous for colleges and universities to integrate alcohol-screening protocols into existing student-athlete health, wellness, and prevention programming.

**Coping throughout
entire year**

**High % of SA
screened high for
hazardous drinking.**

Discussion Continued

- Collegiate prevention and intervention strategies can be modified to target the specific reasons for alcohol consumption. Given the importance of sport-related coping motives in predicting hazardous drinking, brief motivational interventions delivered to first-year student-athletes can include a component that assists students in enhancing coping skills and establishing a behavioral **plan** for coping with sport-related stress.
- Additionally, because of the reported occurrence of alcohol-related negative consequences among hazardous drinking, health educators may wish to include personalized feedback on the deleterious impact that alcohol use has on physical and mental performance.
- In addition to learning about the harmful effects of alcohol on athletic performance, first-year student-athletes also may benefit from prevention programming that addresses their beliefs about the positive effects of alcohol use, or alcohol outcome expectancies.



Questions



Thank you for your time.

For additional information related to Alcohol and other Drug Education programming or to request a copy of this Webinar please contact:

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