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BOOZE AND YOU'S: A CAMPUS ALCOHOL EDUCATION PROGRAM

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ABSTRACT

The development of the Indiana University's mid-1970s BOOZE AND YOU'S alcohol education program with the message of responsible drinking for those who choose to drink is discussed in this paper. The program evolved out of a task force created by the Dean of Student's Office. The group, chaired by Dr. Ruth Engs, developed a reliable survey instrument concerning drinking behavior and knowledge, the *Student Alcohol Questionnaire (SAQ)* to be available in the public domain for educational and academic research. The task force created a *Training Manual for "Booze and You's" Group Leaders* for training the resident assistants to present the program; the manual is found at the end of this paper. It also developed and tested a film, *Booze and You's* before implementation of the program. It is recommended that colleges and universities create a task force to examine drinking problems on campus, do a base line survey with an instrument such as the *SAQ*, and determine problems specific to their campus so they can be addressed as part of an overall campus alcohol education program.

INTRODUCTION

The Indiana University “Booze and You’s” program includes a film, a training manual for residential assistants’ alcohol education and intervention skills, and a valid and reliable questionnaire. The program and its evaluation were developed over the past two years. A survey in spring of 1973 had indicated that 87% of undergraduate students were drinking; however, most were under the age of 21 which was the legal drinking age in Indiana.

In 1973 representatives from the National Institute for Alcoholism and Alcohol Abuse (NIAAA) visited college campuses around the country to determine what was happening in the area of prevention of alcohol abuse. These individuals visited the dean of student’s office and encouraged the university to develop an alcohol education program.

This resulting visit prompted the Dean of students to appoint a task force to examine student drinking on campus. The task force was composed of Indiana University staff, faculty and students. This task force first searched for various philosophies of alcohol education by examining pamphlets, books, curriculum designs, and other materials which were available. The leading philosophies found were as follows:

1. Abstinence model. A common model of alcohol education is “Don’t do it.” There is an assumption among educators if you tell students not to drink for moral, religious, health, or other reasons they will abstain. Of course, prohibition proved that this is not so. Unfortunately, many of the materials we examined were based on this model which we felt was probably doing more harm than good.

2. Social-economic model. This model gives statistics on a variety of problems encountered when people drink irresponsibly. Facts such as over 50% of the drivers in fatal automobile accidents had been drinking, and many crimes are committed under the influence of alcohol. Or that millions of dollars are lost each year by industry due to alcohol abuse and alcoholism among workers and that society spends much money in alcohol related health costs such as treatment and rehabilitation centers. In addition many family break-ups, divorce, child and wife abuses are the result of alcohol abuse, are also communicated in this approach to alcohol education. Again, this does little to help the individual to understand alcohol in an objective manner.

3. The alcoholism approach. Many audio-visual productions and pamphlets concerning alcohol education stress the “disease of alcoholism.” In some of these

productions, it is implied that if you drink you will become an alcoholic. There is little time or space given to the positive effects of alcohol as most of the material focuses on the negative physiological and psychological effects of the substance.

4. Alternatives approach. The alternative approach supposes that if individuals can be kept busy doing other things such as sports, hobbies, activities, etc., then the amount of drinking will decrease. This approach works quite well as long as the alternatives are available. However, once the alternatives are no longer available, individuals often go back to the same drinking patterns and attitudes and their drinking behavior usually have not been changed.

5. Responsible drinking. Responsible drinking for those who choose to drink and making responsible decisions about drinking appears to be a more positive approach to alcohol education than these other philosophies. Within this approach is implied instruction for responsible drinking. This point of view neither encourages nor discourages the use of alcohol but encourages the individual to be responsible for his/her own behavior as it relates to alcohol consumption. Implicit in this philosophy is the rights of the abstainer. However, very few programs were using this philosophy.

PHILOSOPHY OF THE TASK FORCE AND PROGRAM

After reviewing the many philosophies and materials available, the task force selected the "responsible decisions and responsible drinking" for those who choose to drink concept. Because we found a paucity of material aimed at the university student, we decided to create our own, incorporating this philosophy and testing the program for results.

Resources for Funding

A \$200 grant for a pilot film and materials was forthcoming from the Dean of Students office and later from some other sources. When a problem becomes popular and is seen as a crisis situation, "educational programs" are often developed hurriedly by a variety of agencies without being created for specific groups. Many of these programs are then fostered upon students and the public without being thoroughly evaluated as to their effect in changing knowledge, attitudes, and more importantly behaviors.

This was particularly true of the drug education programs developed during the late 1960s. Recent studies have shown that many of these programs often precipitated an increase in drug use. Therefore, we decided to evaluate the program before any presentation to students.

Questionnaire

To test the students' behavior and knowledge of alcohol, a questionnaire called the ***Student Alcohol Questionnaire (SAQ)*** was developed. [Note: this original instrument is available at <http://hdl.handle.net/2022/17153> By 2013, the questionnaire had been used by thousands of academic researchers, graduate and undergraduate students, high school students and counseling centers for various studies and projects in North American and many countries around the world] The SAQ contains 11 demographic, 36 alcohol knowledge, and 23 behavior items. The items for the questionnaire were based upon the literature and students on the task force's experiences. Measures of quantity and frequency were developed from scales used by other researchers. The committee and students submitted alcohol knowledge questions and problems behavior items related to drinking. Various items were selected by the committee and reliability measures were then preformed.

To determine reliability the test-retest method was used with students from one co-educational residential unit at a floor meeting. The split half technique was also used and the instrument was determined to have high reliability. It is suggested that schools use an instrument such as this to determine problems on a campus and then compare the results with this or other national study for comparison.

Film

A 13 minute film, ***Booze and You's***, was developed. This item was the major educational effort developed for the campus alcohol education program. (Through the 1990s, the film was available for rental or sale at Audio Visual Department, Student Services Building, Indiana University, Bloomington, IN 47405. It is now found at <http://webapp1.dlib.indiana.edu/vss/view.do?videoId=VAC2521>)

This film is a humorous look at drinking with a W.C. Fields character. It defines the various types of alcoholic beverages and gives suggestions for responsible choices and responsible drinking and the effects of alcohol on the body at different levels.

Evaluation the Booze and You's program.

To evaluate this campus educational program, during September, 1975, students in one large co-educational residential unit at Indiana University were asked to participate in a program of "topics of concern to students. Students who indicate interest in the program were divided randomly into an experimental and control group. Both groups were simultaneously administered the *Student Alcohol Questionnaire*.

After the questionnaire had been administered, the experimental group received the short film, *Booze and You's* and the control group the film *About Sex*. After the film, students in both groups were broken into small discussion groups lead by a trained student. The experimental group received five 'values clarification' exercises concerning drinking and the control group received parallel exercises with human sexuality content. At the end of the program both groups completed an alternative form of the knowledge portion of the questionnaire.

Students in both groups, after a three-month period, were again administered the *SAQ*. A t-test indicated that the students in the experimental group had significantly higher scores on the knowledge portion at both the immediate, and three month time period. It was concluded that students who participated in this educational program significantly increased and retained knowledge about alcohol over a three month time period but did not change drinking related behaviors as the result of this program.

Training manual

A training manual for group leaders of the program was developed and is at the end of this paper. It contains detailed steps for the residential assistant for alcohol education and intervention of students exhibiting problems related to alcohol.

To sum up, the Indiana University's "Booze and You's" alcohol education program with the focus on responsible drinking and responsible choices concerning drinking evolved out of a task force create by the Dean of Student's Office. The group created a reliable questionnaire, developed a training manual for resident assistants, and its educational program, and a tested a film before implementation of the program. It is recommended that schools create a task force to examine drinking problems on campus, do a base line survey with an instrument such as the *SAQ*, and determine problems specific to their campus so they can be addressed as part of an overall campus alcohol education program.

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TRAINING MANUAL FOR "BOOZE AND YOU'S" GROUP LEADERS

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TRAINING MANUAL FOR "BOOZE AND YOU'S" TRAINERS

I. Morning Session: The Package

Inform students or Residential Assistant (RA's) very briefly of the format for the next 2 hours (6-8 hours for RA's) 5 (min.)

- A. Pass out random colored pieces of paper having 10 pieces for each color or pieces with different letters on them. Each color will represent the people in a small group.
- B. Pass out and administer Pre-Test (for the pilot test only) and behavior information
 - 1. Pass out 2 IBM Forms and a copy of pre-test (the one with knowledge
 - 2. Have students label their two IBM sheets 1 and 2 in upper right hand corner with a secret code.
 - 3. Read the directions on the questionnaire to them.
 - 4. Be sure that they have the first 12 questions A through H filled on both of their IBM sheets.
 - 5. Go through these questions one at a time and point on your IBM sheet exactly where they should go as this first part is confusing.
 - 6. Collect the IBM sheets. NOTE THIS SECTION B IS FOR RESEARCH ONLY
- C. Pass out V & III and have students mark them and hold on to them for later.
- D. Show film (13 min.)
 - 1. Show RA leaders step by step how to thread the film and set up the speakers.
- E. Tell people to form into groups according to their colors or letter.

(We are assuming that there will be about 40 people, therefore, assume 10 people in 4 groups. If there are more or fewer people "play it by ear" as to the best number of people for your group.)

1. Discussion of the film should last no longer than 5-10 minutes. Don't get hung up in this discussion as it will serve as a warm up for the remaining exercises.
2. Use the following or similar questions for discussion:

How did the film strike you?

What impact did the film make on you?

What new facts did you learn from it?

Did you like it? Why or why not?

Problem: The Silent Group - Discuss the problem and intervention techniques for a silent group (problems and interventions will all be on separate page for students)

Problem: Quiet Group: No one is talking. You can cut the silence with a knife. You are probably also getting uptight. This situation often happens with a controversial issue.

Intervention:

"I see that no one has been talking for awhile, what do you suppose is going on?" or

"I guess I'm feeling uncomfortable by the silence is anyone else feeling that way? What's going on do you think?"

or

"I have a feeling that this is a touchy issue for all of us and so we are uncomfortable about discussing it, do you?"

F. Pass out number I and ask students come to consensus (25 min. for discussion of this exercise)

1. The purpose of this exercise is to get people to interact and begin to share their values towards alcohol.

2. As part of the discussion bring out the following points.
 - a. What is a definition for responsible drinking?
 - b. Long term vs short term effects of drinking
 - c. Effects on the individual vs group
 - d. All these situations are serious but in a different way
 - e. Examine the potentialities vs reality of the moment
 - f. After discussing these would you now change the rankings?
 - g. Summarize or have student summarize what has been said.

3. Problem: timing and summing up

It is better to have the group summarize its interaction but if it has not progressed that far in awareness, you might have to do it.

"Lets summarize what has been said and move on to the next exercise"

- G. (10 minutes) Pass out Number II. The purpose of this exercise is to help students identify some of their values and how it might be related to alcohol.

Ask them:

1. What things do you value the most?
2. How do your values relate to drinking?

Problem: Anxiety: People may be talking about a number of things or may be very quiet.

Intervention:

"I see that the conversation is quiet, what's going on"?

"What are your feelings now"

"I get the feeling that you're anxious"

H. (10 minutes) Have students check number II again.

1. Ask them:

- a. Did you check anything different now than before film?
- b. Is there a greater depth of thinking now.
- c. What kinds of restrictions if any should be placed on drinking?
- d. Has your attitude about drinking and driving changed?
- e. Is it always possible for persons to be responsible for their actions?

2. Problem: Sub-group formation: Two or three people in the group dominate the conversation. The rest of the group gets quieter and quieter.

Intervention:

"How about an opinion on this from ... (John-name of
group member)
or
(some of the rest of you)

I. Hand out number IV (10 to 15 min.)

The purpose of this exercise is to look at values concerning peer pressure

1. Questions to ask:

- a. What would you do if you were taking medications or just did not want to drink at all?
- b. Would there be a difference in how you reacted if the person was a friend or a stranger?

- c. What might be the consequences of people ringing a false fire alarm?
 - d. How does a friend's reaction reflect on you?
 - e. Are both of these examples infringements on others rights?
 - f. How could you practically confront the people in these two examples?
2. Problem: Domination of the group by one verbal person: One person does all of the talking and keeps butting in on everyone.

Intervention:

"(call the person by name), that's interesting and thank you for your comments but let's let some of the others express their feeling about this issue for while"

or

(call person by name), every time anyone makes a statement you interrupt them or do not allow anyone else to talk. I think some of the other people in the group might like to say something"

J. (15-20 min.) Have students look at V which they have already checked.

- 1. Questions to be asked:
 - a. Did some of you not check some of the reasons why you drink because you feel embarrassed?
 - b. How many of you did some of these things when you were younger? (give an example yourself of what you did)
 - c. How many of you have used or are using a fake ID to beat the system?
 - d. Are there other reasons besides not like the taste or religious reasons why some of you do not drink?
 - e. Did you feel you acquire a taste for drinking?

- f. For those of you who do drink what are some of the reasons why you might not drink?
- g. What might be responsible drinking behavior for you.

K. Sum up

Tangents: The group does not focus upon the topic or tells stories not directly related to the subject. This often happens if the topic is causing anxiety.

Intervention:

"That's very interesting but how about the ... (focus on topic)

or

"I notice that every time we start talking about (topic) the conversation gets away from it. What's going on do you think?"

or

"I have the feeling that this topic might be making you uncomfortable, am I correct?"

L. RA's PLEASE NOTE SECTION "L" IS ONLY USED FOR THE EVALUATION OF THE PROGRAM. Pass out post-test and 1 IBM sheet.

1. Be sure to have the students fill out their sex (1: male 2: female) in first column on left in student number, add their birthdate under code, and their fathers occupation in left hand corner. (This is the only way we match up pre- and post-tests to see if the program has been effective. If students don't fill in this information the IBM sheet is useless)
2. Have them put a 3 in the upper right hand corner of IBM sheet
3. Collect the IBM sheets and pencils
4. NOTE: This section L is for research purposes only.

End of Morning session

II. Afternoon Session: Processing the Program

- A. Give the answers to the questionnaire and discuss any facts or questions the RA trainers might have about any factual information. (10 minutes)
- B. Break RA trainers into triads and have them do the following exercises (10 minutes)

LISTENING AND OBSERVATION SKILL SHARPENER TO AID IN GROUP DISCUSSIONS

When discussing controversial issues such as drug use, alcohol, smoking, human sexuality, death, or even religion and politics outside the school setting, good listening and observation skills are essential. The following two exercises can help you increase your skills for leading discussions.

Paraphrasing: This exercise can help you or your students become a better listener. Try it on your friends or the next time you get into an argument.

1. Form a triad labeling the people as A or B or C.
2. Person A tells person B a story for 1 minute, person B repeats the story to C, and C repeats it back to A .
3. Discuss information that has been left out.

Describe Behavior: This exercise will help you to sharpen your observation skills. You are to observe behavior and NOT to interpret behavior. Too often we see a behavior and put an interpretation upon it which may be completely erroneous. As an example, you are talking to someone and he yawns. You might think I really must be boring the person. Instead check it out with him. Describe his behavior. Tell him, "I noticed you just yawned." He might say, "Yes, I'm really very tired but this conversation is really interesting."

1. In this exercise divide people again into triads with the label of A, B, or C.

2. Person A acts as an observer and records all behavior such as facial expressions, hands and arm movement, body position, body movement. He does not listen to content of conversation.
3. Person B and C hold a conversation on any topic that they wish.
4. After 2 minutes person A tells each person what type of behavior he observed.
5. Change places until everyone has the chance to be the observer.

C. Explain the theory behind values clarification

1. We get our values from:
 - a. moralizing
 - b. modeling
 - c. maintaining laissez faire attitude
 - d. values clarification techniques

VALUES CLARIFICATION APPROACH TO TEACHING

The values clarification approach to teaching is NOT concerned with content but rather the process of valuing. It is the responsibility of the teacher to use approaches and methods in the classroom to help the students to become aware of their beliefs, to choose their beliefs, prize their beliefs and act on them.

Valuing according to Raths, Harmin and Simms (1966), is composed of seven sub-processes:*

1. prizing one's beliefs and behaviors
2. prizing and cherishing
3. publicly affirming, when appropriate Choosing one's beliefs and behavior
4. choosing from alternatives

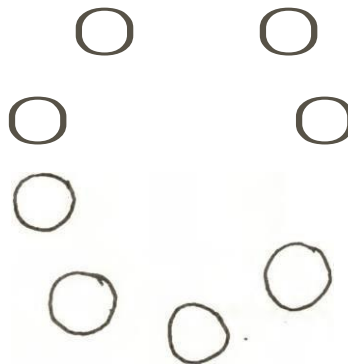
*Raths, L., Harmin, M; Simm, S. Values and Teaching, Mervill, 1966. Definition of value:" An attitude, feeling or idea held by an individual or a group"

5. choosing after consideration on consequences
6. choosing freely Acting on one's beliefs
7. acting
8. acting with a pattern, consistency and repetition

Role Play: Purpose: to review content and process of leading a group and coping with group dynamic problems and to help sharpen observation skills and get feedback on your behavior in a group.

1. Divide the Training class into groups of 5.
2. We are now going to have several group role play situations. In each of these situations everyone will be given a piece of paper. Follow the directions on the paper. If your paper is blank just be yourself.
3. In these Group Role plays each one of you will take a turn as the leader. We will be discussing various values, attitudes or knowledge concerning our program.
4. Each of you will take turn and be the observer for the group. The duties of the observer are as follows.

Observer, note the following kinds of behaviors in the group. Use the circles to draw lines of interaction.



1. What kind of nonverbal communication is exhibited --facial expressions, gestures how person is sitting, other body language.
2. Who acts as leader or leaders.
3. What kind of tangential or avoidance behavior is made.
4. What kind of subgroup formation occurs.
5. Who is verbally active or quiet.

At the end of group discussion give feedback to each person in your group. Each role play situation will be 5 minutes in length with 5 minutes of discussion and feedback on how to handle the situation.

SITUATIONS FOR THE ROLE PLAYS - one person is appointed leader.

- A. The group will talk about the film, its content, facts, and what they liked or didn't like about it. All slips of paper will say "you were bored and are not interested in talking, as there is not much to say about the film" (this is silent group)
- B. The group will talk about their personal drinking habits. Two slips of paper will say, "Be verbal and form a subgroup formation with the other verbal person in the group."
- C. The group will talk about how their own values about drinking might affect their ability to objectively lead a group. All slips of paper blank. This is a "normal" "typical" group.
- D. Talk about how being open and sharing yourself can bring openness in the group. One slip of paper says "you will dominate the group and tell everyone that being open yourself does help bring openness to a group. You will also attempt to butt in at every possible moment and express your feelings"
- E. Talk about the positive or negative effects of alcohol. Two slips of paper will state "get the group off on a tangent tell stories that happened to you when you were younger"

- F. Talk about how you thread a projector and the importance of informing the students that it is important to fill out all the questions on the forms. One paper says, "be hostile to the leader"
- G. Sum up and determine any problems or anxieties with putting on the package with students who are being trained as residential assistants or "peer counselors."

End of Training Session