ARTICLES:

Sloane C. Burke, PhD, Jennifer Cremeens, PhD, MSPH,
Karen Vail-Smith & Conrad Woolsey

ABSTRACT

Using a sample of 692 freshmen at a southeastern university, this study examined caloric restriction among students prior to planned alcohol consumption. Participants were surveyed for self-reported alcohol consumption, binge drinking, and caloric intake habits prior to drinking episodes. Results indicated that 99 of 695 (14%) of first year students reported restricting calories prior to drinking, with 6% reporting this behavior to avoid weight gain and 10% to enhance alcohols effects; no significant differences were found between males and females. Based on the study findings, practical campus-based and student-centered education and prevention strategies are presented to explore solutions to reduce drunkorexia. Effective evidence-based behavior change brief interventions such as Motivational Interviewing and the Brief Alcohol Screening and Intervention for College Students (BASICS) program are presented and discussed.

Martijn J.E. Planken, M.Sc. & Henk Boer, PhD

ABSTRACT

Aim of this study was to evaluate a standard ten-minute peer education protocol to reduce binge drinking among Dutch adolescents at campsites during summer holidays. Using a quasi-experimental design, we evaluated the effects of the peer education protocol as applied by trained peer educators. We collected data by telephone interviews fourteen days after the holiday. Peer education significantly increased knowledge on the risks of alcohol abuse and promoted personal reflection on alcohol intake. After peer education, adolescents had a more realistic view of their alcohol intake, more frequently perceived alcohol intake of their friends as binge drinking, and reported a higher intention to drink less alcohol in the future. Contrary to expectations, adolescents reported less self-efficacy to reduce alcohol use after peer education.

Megan M. Lomardi & Jessica M. Choplin

ABSTRACT

Three experiments investigated the impact of anchors on students' estimates of personal alcohol consumption to better understand the role that this form of bias might have in social norm intervention programs. Experiments I and II found that estimates of consumption were susceptible to anchoring effects when an open-answer and a scale-response format were used. Experiment III utilized a design that communicated social norm information as a previous social norm intervention had done and found that self-reported binge drinking was reduced though actual consumption could not have changed. Implications for the use and assessment of social norm intervention as a component of alcohol education are discussed including the pessimistic possibility that social norm interventions may not be affecting students' actual consumption.

Dessa Bergen-Cico, PhD & Jason Kilmer, PhD

ABSTRACT

Intercept surveys were conducted with 149 college students each asked to record their alcohol consumption for the previous two weeks using the Timeline Follow-back (TLFB method). Immediately following completion of the pretest TLFB alcohol survey the students were presented with brief educational information defining what constitutes one standard drink. Students then completed a new posttest TLFB survey and re-recorded the number of drinks they had in the previous two weeks. Among drinkers the majority, 55%, reported an increased number of drinks in response to the standard drink education information they received. Posteducation TLFB survey records were significantly higher than baseline presurvey records conducted within a five minute timeframe of one another. Validating the accuracy of baseline self-reported alcohol consumption is important to both prevention and intervention fields potentially enabling practitioners to more accurately: a) assess alcohol education and counseling needs; b) assess baseline alcohol use rates; and c) measure outcomes.