







**ALCOHOL**  
**AND OTHER DRUGS**

Alcohol and Other Drugs  
Higher Education

# Overall Program Outcomes

Through this session, participants will build on the knowledge gained through completion of the interactive learning experience to:

-  **Build** skills to be a proactive bystander.
-  **Develop** decision making skills and a personal action plan related to substance use.
-  **Look out** for one another.
-  **Identify** local/campus resources to continue learning and find support.

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## Facilitation Tips and Best Practices

As a facilitator you are responsible for learning this content, delivering this content, guiding dialogue, keeping track of time, and working to ensure that each participants' voice is heard.

Please find below a few tips that might help as you prepare and facilitate this program.

- 01 Be prepared** - The more you know the curriculum and can facilitate it without having to read directly from the facilitator's guide, the better. If you are buried in this guide and constantly searching for every word to say, this program will not be as successful as it could be.
- 02 It's not your job to know everything** – You are being asked to guide not to know all the answers. If you get asked a question that you don't know the answer to, be okay saying, “Ya know – I'm not sure, but I'm happy to try to find out for you. Let me reach out to someone tomorrow and I'll get back to you.” And, if that happens, don't take that moment personally – it's happened to every facilitator. Keep going and trust that you are well prepared with the content you've been provided.
- 03 Think through the entire day of the program** - If at all possible, you shouldn't be running from across campus to facilitate moments before the program starts. Give yourself time to be in the space you'll be facilitating and mentally prepare before you begin the program.
- 04 Be observant during the program** – Listen to what is being said and what is not being said. Listen to who is saying certain things and who is being quiet.

- 05 This experience is not about you** – You are there to guide the group through this content. Yes, the content applies to you because you are a human – but you are the facilitator, not the star of the show. Approach this task humbly and ready to serve.
  - 06 Get ready to learn** – If you are very prepared to facilitate, you will be able to allow yourself to learn along the way. That will be less possible if you are not prepared and are “winging in” throughout the program. Yet another reason to spend adequate time digesting and actually practicing facilitating this content.
  - 07 Be okay with silence** – This one may be tough for some – but learning to be ok with silence is especially important. When you ask a question and don’t get an answer immediately, your instinct may be to fill the silence – don’t. Let it just sit for a minute and trust that an answer will come.
  - 08 Have Fun!**
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## Communication Tips for Facilitators

How you communicate is just as important as what you communicate. It can also make a huge difference in gaining buy-in from participants.

Below are some communication tips that might be helpful while facilitating this curriculum.

- 01 [Active listening](#)** – Truly model what you are teaching. Look at people when they speak, be interested in what they are saying, make them feel important. (Again, this won’t be possible if you are constantly buried in this facilitation guide.)
- 02 [Remember your body language](#)** – Watch your facial expressions as people are sharing back. Your face is going to say a lot about what you are thinking so be careful of what your face does. Don’t cross your arms, don’t check your cell phone, put your smartwatch on mute, etc. And please, no gum or candy in your mouth while you are facilitating.
- 03 [Reframe](#)** – When you ask a question of the group and you don’t get the exact answer you are looking for, take a portion of what was said and reframe the response to provide a better or more complete answer to the group. (*This is an advanced facilitation skill and if you master it, this can be used outside of this experience.*)
- 04 [Summarize what has been said](#)** – Remember that not everyone will be able to hear answers as they are provided. Summarize what has been said for the entire room. This also ensures that correct answers are heard more than once by the group.
- 05 [Include the non-engagers](#)** – You know the individuals who are going to raise their hands or are going to offer up answers willingly. Take a chance and call on participants that might not be the first to answer. But please don’t call on a “non-engager” more than once. It could cause them to feel uncomfortable and not be able to focus on the message you are trying to share.

# Curriculum Key

| HEADING            | DESCRIPTION   |
|--------------------|---|
| Time               | <p>This is the general amount of time you have for each portion of the discussion. Some sections might take more, some might take less, but this will give you a general idea as you are mapping out your session.</p> <p>You will see times listed like this: 15 min (35/90). That means that the section itself should take 15 minutes and, when you have finished that section you have facilitated 35 minutes of the 90 minutes total for the program.</p> <p><b>Facilitation tip:</b> Once you know what time your program is going to be held, go back through this facilitation packet and create a time-roadmap making note of what time each section should begin and end.</p> <p><b>Pro tip:</b> As you are doing that, remember that if the program is slated to begin at 7pm ET you are not really going to begin at 7pm. Give yourself some flexibility in your time-roadmap</p> |
| PowerPoint slide # | <p>This identifies the PowerPoint slides that will be used during each section. It will be listed like this (PPT 1-3).</p> <p><b>Facilitation tip:</b> After you are comfortable with the curriculum go back through and make a mark or add a sticker at the point in your facilitation that you need to advance the slide.</p> <p><b>Pro tip:</b> Then, practice facilitating the program while advancing slides. A remote clicker will help you be able to move freely around the room.</p>   |

## Curriculum Key Continued

| HEADING   | DESCRIPTION   |
|---|---|
| <i>Facilitator notes or Facilitation Instructions</i> | This section is to provide context for the section you are facilitating and will always be in <i>italics</i> . Think of them like your information stops along the way. Please pay special attention to each of these sections as they can be rich with helpful information.  |
| Text that is in <b>BOLD</b>                           | If a section is in <b>bold</b> then those <b>statements can be read as they are printed in this guide.</b>  |
| Text that is in <b>BLUE</b>                           | <p>If words are in <b>BLUE FONT</b>, that signifies that that text can be found on the PPT slides.</p> <p><b>Facilitation tip:</b> <i>Once you have become very familiar with the curriculum it's often helpful to underline or highlight the main points in each section. That way, as you are facilitating you can glance down at your notes and you will see those key words standing out on your page.</i></p> <p><b>Pro tip:</b> <i>Please deliver each section in your own way or in your own words – make the curriculum yours but please <b>do not add content.</b> Throughout this discussion guide you will see sections noted as “optional” which can be included based on your time and/or session goals.</i></p> |

# Opening

The opening section is your opportunity to set the stage for why this conversation matters. The prompts will help you lead a guided conversation to enhance the online simulation program that participants have completed prior to your session. The more you can “land the plane” on the opening section, the easier the rest of the session will be.

**5 minutes**

**ALCOHOL  
AND OTHER DRUGS**





FACILITATOR GUIDE

# Choosing your Limits

In this section, participants will learn about healthy choices, myths, and limit setting around alcohol and other drugs.

**35 minutes**

**ALCOHOL**  
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| HEADING  | DESCRIPTION   |
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| <p><i>Facilitator notes continued</i></p>  | <p><b>Social Norms – Perceptions vs. Reality</b></p> <p>People are influenced by their subjective interpretation of a situation, rather than by the actual situation (Lewin, 1943). We are influenced by our perception of others’ attitudes, behaviors, and expectations rather than by their actual attitudes, behaviors, or expectations. Our perceptions and interpretations are also often inaccurate.</p> <p>Not everyone drinks, not everyone drinks heavily, and even heavy drinkers have not-so-heavy nights.</p> <p>Today we are talking about how an individuals’ expectations around alcohol can help them set personal goals and limits... how you can help out someone who might be going overboard... and what to do if you need to talk to a friend about their drinking or drug use.</p>                           |
| <p>Facilitator talking points<br/>PPT slide ##</p> <p><i>Facilitator notes</i></p> | <p><b>Expectations from Alcohol</b></p> <p>For people who are considering whether or not to consume alcohol, they may have certain expectations of or purpose for choosing to consume..</p> <p><i>Select 2-3 opening questions to begin group discussion.</i></p> <p><b>How might alcohol be perceived to affect people positively in social situations?</b></p> <ul style="list-style-type: none"> <li>• Typical responses include reducing social anxiety, being a better dancer, being funnier, etc.</li> </ul> <p><b>How might alcohol affect people in “not so good” ways during social situations?</b></p> <ul style="list-style-type: none"> <li>• Typical responses include being overly emotional (crying or angry), doing things that they would not normally do, reduce the ability to recognize social cues.</li> </ul> |

| HEADING                                   | DESCRIPTION   |
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| <p><i>Facilitator notes continued</i></p> | <p><b>How might the effects of alcohol be different for someone depending on the environment?</b></p> <ul style="list-style-type: none"> <li>• Discuss differing environments (ex: a live sporting event vs. watching it on TV at home, a party vs. a dinner gathering)</li> <li>• In a live event and/or with others, the environment is loud and more exciting, often resulting in people who are drinking consuming more alcohol and/or consuming it at a faster rate.</li> </ul> <p><b>If you have chosen to consume, have you ever had alcohol do different things to you at different times?</b></p> <p><b>Why are the effects of alcohol similar or dissimilar in different environments or with different people?</b></p> <p><b>Audience specific reflection questions -</b></p> <p>Do you feel the same after a few beers at a party as you do when having a few glasses of wine at dinner with a small group of close friends?</p> <p>Do you feel different if you are drinking at a football game compared to watching the game at home and drinking?</p> <p>Formal versus average Friday night?</p> <p>Residence hall versus off campus house?</p> <p>The effects of alcohol are due to a combination of the alcohol itself, the setting a person is in, and their mindset. Ultimately the expectancy effect if more power than the chemical or physiological effects of alcohol. Social and interpersonal things that happen with alcohol are a result of expectancies.</p> <p>The main “<b>take away</b>” message might be that if someone chooses to cut down, he won’t be “missing out” on the positives typically attributed to alcohol.</p> |

| HEADING  | DESCRIPTION  |
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| <p>Facilitator talking points<br/>PPT slide ##</p> <p><i>Facilitator notes</i></p> | <p>In the last section we talked about what alcohol doesn't do, it is also important to understand what it does do.</p> <p><b>What is alcohol?</b><br/>Alcohol is a central nervous system depressant. The term "depressant" is often misused. In short, alcohol depresses (or slows) the central nervous system. As one's blood alcohol level goes up, the depressant effect becomes more pronounced. Because the brain is a part of the central nervous system, we see the deficits in cognitive processing and motor coordination increase as individuals get more intoxicated. It is important to remember that reaction time decreases with the first sip of alcohol.</p> <p><b>How does alcohol get into your system?</b><br/>When you swallow a drink the alcohol first travels to your stomach. Some of the alcohol (approximately 20%) begin going through the stomach wall and into your bloodstream through a process called absorption. The rest of the alcohol then travels to the small intestine, where it enters the bloodstream rapidly and completely, regardless of the food content in the small intestine at the time. Therefore, once alcohol reaches the intestine, the rate of absorption is fairly standard.</p> <p><b>What impacts the rate of absorption?</b><br/>The higher the concentration of alcohol in your beverage, the faster it is absorbed into your bloodstream. When you have eaten recently and there is still food in your stomach, the movement of alcohol from the stomach into the small intestine is delayed. Thus, the absorption of alcohol will be slower than if you are drinking on an empty stomach.</p> <p>The faster you drink, the faster the alcohol will get into your bloodstream. For example, playing drinking games increases your rate of absorption.</p> <p>Effervescence also increases the rate of absorption. A bubbly drink, such as champagne, will absorb faster. The same holds true for drinks mixed with soda or tonic water.</p> <p><b>It can take as little as 10 seconds for alcohol to go from the stomach to the bloodstream.</b></p> |

| HEADING                                   | DESCRIPTION  |
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| <p><i>Facilitator notes continued</i></p> | <p><b>Blood Alcohol Content (BAC)</b></p> <p>When you drink alcohol, it’s absorbed into your blood. BAC, or “blood alcohol content,” measures how much alcohol is in your bloodstream. So for example, a BAC of .10 means there’s one part alcohol for every 1,000 parts of blood.</p> <p>BAL is usually calculated as a percentage. Thus, an individual who has reached the legal limit of 0.08% BAL has a concentration of alcohol in the blood stream equal to 80 parts (milligrams) alcohol for every 1,000 parts blood.</p> <p>The legal limit for driving while intoxicated in most states is 0.08%. Some states allow a 0.10%. Some states have set a 0.02% limit for minors.</p> <p><b>What BAL/BAC is not: the number of drinks a person consumes.</b></p> <p><b>Let’s look at what different BAC levels do to your body:</b></p> <ul style="list-style-type: none"> <li>• <b>Green Zone</b> - Low Risk :.05 = feelings of warmth and relaxation, intensified emotions, lowered inhibitions, driving not recommended</li> <li>• <b>Yellow Zone</b> - Increased Risk: .08 = impairment of speech, balance, vision, and reaction time; illegal to drive at this level</li> <li>• <b>Red Zone</b> - Significant Risk: .12 = vomiting, motor skills are severely impaired, significantly decreased self-control, judgment, reasoning, memory</li> </ul> <p>There are several factors that impact an individuals BAC. Can you give me some examples?</p> <ul style="list-style-type: none"> <li>• Sex assigned at birth</li> <li>• Body weight</li> <li>• Type of alcohol</li> <li>• Full/empty stomach</li> <li>• How fast you’re drinking</li> <li>• How many hours you’re drinking</li> <li>• Use of medication or other drugs</li> <li>• Genetics</li> <li>• Hydration levels</li> </ul> |

| HEADING                                   | DESCRIPTION  |
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| <p><i>Facilitator notes continued</i></p> | <p><i>Take a moment to add any factors that the group does not list. This is a good time to remind participants that there are a wide range of individual factors that impact BAC, so two individuals will have a vastly different experience – even if they are drinking the same thing.</i></p> <p><i>Remind participants that the difference in experience is especially notable between sexes. Making any competitive drinking activity high risk.</i></p> <p><b>Standard Drinks</b><br/>                     Many people keep track of their drinks by counting containers, rather than by a standard drink serving. Knowing what a standard drink is can help you determine how much alcohol you are consuming.</p> <p><b>A standard drink is defined as any beverage that contains 0.5oz of ethyl alcohol.</b></p> <p><b>SLIDE GRAPHIC EXAMPLE:</b> 12 ounces of beer, or 5 ounces of wine, or a 1.5-ounce shot</p> <p>Note for participants that ABV (alcohol by volume) or “proof” plays a significant role in determining what a standard drink is. This can be especially relevant when consuming hard alcohol.</p> <p><b>Calculating a standard drink size based on proof.</b></p> <p>0.5 oz. of ethyl alcohol goes in the numerator; alcohol percentage by volume goes in the denominator.</p> <p><b>Slide Example:</b><br/>                     80-proof alcohol (40% ABV) → <math>0.5 / 0.4 = 1.25</math> oz. is a standard drink<br/>                     wine (12.5% ABV) → <math>0.5 / 0.125 = 4.00</math> oz. is a standard drink<br/>                     something with 6.2% ABV → <math>0.5 / 0.062 = 8.06</math> oz. is a standard drink</p> <p><i>As time allows, you may encourage participants to use an online BAC calculator to explore and use this information to inform their decision making (<a href="https://www.alcohol.org/bac-calculator/">https://www.alcohol.org/bac-calculator/</a>)</i></p> |

| HEADING  | DESCRIPTION  |
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| <p>Facilitator talking points<br/>PPT slide ##</p> | <p><b>Binge Drinking</b><br/>Binge drinking is defined as a pattern of drinking that brings a person’s blood alcohol concentration (BAC) to 0.08 g/dl or above. This typically happens when men consume 5 or more drinks or women consume 4 or more drinks in about 2 hours.</p> <p><b>Consequences of binge drinking</b></p> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Sleep disturbances</li> <li>• Attention span and memory loss</li> <li>• Impaired athletic performance</li> <li>• Injuries to self and others</li> <li>• Alcohol poisoning</li> <li>• Development of alcohol abuse and dependence</li> <li>• Permanent liver/ organ damage</li> <li>• Coma/ Death</li> </ul> <p><b>Social/Emotional</b></p> <ul style="list-style-type: none"> <li>• Missing class/ falling grades</li> <li>• Mood</li> <li>• Missing work or other obligations</li> <li>• Saying something/ doing something you wouldn’t normally</li> <li>• Harming relationships with friends and family</li> <li>• Unprotected sex</li> <li>• Depression or thoughts of suicide</li> <li>• Legal consequences</li> </ul> <p><b>SETTING YOUR LIMITS</b></p> <p><b>During the simulation you were able to practice sticking to your limits and using some of these strategies in the simulation. How do you feel about applying this in person?</b></p> <p>Sometimes you may find yourself in a situation when you have had more to drink than you meant to, or than you thought you did. Consider these strategies to help you and your friends know how much you’re drinking.</p> |

| HEADING  | DESCRIPTION   |
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| <p>Facilitator talking points<br/>PPT slide ##</p> | <p><b>What strategies have you used or seen others use to reduce risk when choosing to consume alcohol?</b></p> <ul style="list-style-type: none"> <li>• <i>Typical responses may include alternating between water and alcohol, drinking beer rather than liquor, using a tracking method to know how many drinks have been consumed, drinking only from closed containers (as opposed to jungle juice, etc.), eating something before beginning to drink.</i></li> </ul> <p><b>Strategies to Reduce Your Risk</b></p> <ul style="list-style-type: none"> <li>• Know the law and <a href="#">the school policies</a>.</li> <li>• Decide on safer limits, tell some friends about it, and stick with it</li> <li>• Mix your own drinks--then you'll know how strong they are</li> <li>• Alternate alcoholic drinks with water or non-alcoholic drinks</li> <li>• Eat food and drink water before, during, and after you drink.</li> <li>• Do not combine alcohol with other drugs.</li> <li>• Do not combine alcohol with over the counter or prescription medication.</li> </ul> <p><b>Drinking Games</b></p> <p>Many games are limited in the number of people who can play, so in a social setting, these games may exclude people more than include people. In general, when you play games with alcohol, it's really easy to lose track of how much you're drinking, or to drink really quickly.</p> <p><b>Pre-Gaming</b></p> <p>Something that makes that makes it easier to stick in that green zone, is to avoid going big at the pre-game. It is not uncommon for people to drink as much at the pre-game as the party itself.</p> <p>Pre-gaming results in a higher likelihood of:</p> <ul style="list-style-type: none"> <li>• Heavy drinking</li> <li>• Spending more money</li> <li>• Hangovers</li> <li>• Blackouts</li> <li>• Violence, injury, vandalism</li> </ul> |



FACILITATOR GUIDE

# Looking out for a friend

In this section, participants will learn the three Ds of bystander intervention: Delegate, Distract, Direct

**Part 1 - 15 minutes**

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| HEADING  | DESCRIPTION   |
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| <p>Facilitator talking points<br/>PPT slide ##</p> <p><i>Facilitator notes continued</i></p> | <p>As [<b>teammates, brothers/sisters/roommate, etc.</b>], we need to look out for each other and have each other's backs. This is especially important when you see someone that has had too much to drink.</p> <p>This can include your friends [<b>teammates, brothers/sisters/roommate, etc.</b>] or even someone you do not know well. Depending on the situation, your approach may be different.</p> <p><b>DELEGATE</b> - Asking for help</p> <p><b>Who are people you may DELEGATE to?</b></p> <ul style="list-style-type: none"> <li>• Friend(s) of the person you're helping</li> <li>• One or more of your friends</li> <li>• Person/people hosting the event</li> </ul> <p>If needed, a person with more resources:</p> <ul style="list-style-type: none"> <li>• College staff</li> <li>• Resident Director (RD)/Resident Assistant (RA)</li> <li>• Medical Staff</li> <li>• Bouncer/Security guard/Campus safety</li> </ul> <p><b>Audience specific responses may include sober/event monitors or athletic trainers:</b></p> <p><b>When might you choose to DELEGATE?</b></p> <p>Delegating can be helpful when...</p> <ul style="list-style-type: none"> <li>• Other people there have a closer relationship with the person in need of help</li> <li>• You want to share the work</li> <li>• It could be unsafe for you</li> <li>• They need medical attention</li> <li>• They need assistance that you're unable to give</li> <li>• You're not sure what to do</li> </ul> |

| HEADING                                   | DESCRIPTION  |
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| <p><i>Facilitator notes continued</i></p> | <p>The next strategy is to Be Direct</p> <p><b>DIRECT</b> - Talk to the person at risk to see what they need and/or to let them know you are concerned.</p> <p><b>When might you choose to BE DIRECT?</b></p> <p><i>Everyone will feel differently about when they choose to be direct, often depending on who they are engaging with, where they are, and even whether they have also chosen to consume. Encourage participants to avoid being direct when or if the situation may escalate. They should never risk their own health or safety when choosing this strategy.</i></p> <p><b>What are some things you might say when Being Direct?</b></p> <ul style="list-style-type: none"> <li>• It seems like you've had more than the drink limit you set for tonight. Are you okay?</li> <li>• I think it's time to slow down.</li> <li>• Hey, here's a glass of water, you looked like you might be feeling dehydrated.</li> <li>• Let's grab some water, the alcohol is hitting you pretty hard.</li> <li>• I'm worried.</li> </ul> <p>The final strategy is to Distract.</p> <p><b>DISTRACT</b> - Use a distraction or redirection to get the person at risk out of the situation.</p> <p><b>When might you choose to DISTRACT?</b></p> <p><b>What are some things you might say when Being Direct?</b></p> <ul style="list-style-type: none"> <li>• "I heard there was food here, come help me find it!"</li> <li>• "I need some fresh air, walk with me."</li> <li>• "Let's go play a video game back at my place."</li> <li>• "This is my FAVORITE song! Let's dance."</li> <li>• "Hey, I'm really not feeling well, can you walk me home?"</li> <li>• "Let's watch a movie."</li> </ul> |

FACILITATOR GUIDE

# Looking out for a friend

In this section, participants will explore how to look out for a friend after they have been drinking.

**Part 2 - 10 minutes**

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| HEADING   | DESCRIPTION   |
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| <p>Facilitator talking points<br/>PPT slide ##</p> <p>Facilitator notes</p> | <p>Once you get home, you may still have to look out for your friend. Knowing the best ways to help is an important step.</p> <p>Let’s take a moment and do a quick knowledge check.</p> <p><i>NOTE: These are the same scenarios reviewed in the online module, so participants should be familiar.</i></p> <p><b>True or False: Eating after drinking will help sober someone up more quickly.</b></p> <p><b>FALSE</b></p> <p><i>FEEDBACK: Eating bread or any other specific food after drinking will not help someone sober up. The alcohol is either already absorbed into their bloodstream, or waiting to be absorbed, and their BAC may continue to rise.</i></p> <p><b>True or False: Drinking coffee can help a person sober up.</b></p> <p><b>FALSE</b></p> <p><i>FEEDBACK: Coffee doesn’t help your body process alcohol faster, or change the effects of alcohol on your coordination, reaction time, judgement, etc. It can actually be dangerous to mix caffeine and alcohol. You might feel more alert or energetic than you normally would while drinking. Leading to you possibly drinking more and being more likely to take physical risks.</i></p> <p><b>True or False: Nothing can sober a person up but time.</b></p> <p><b>TRUE</b></p> <p><i>FEEDBACK: On average, it takes the body about an hour to process the alcohol in one drink, depending on a number of factors including if the person had eaten beforehand, how hydrated they are, and whether or not there are other drugs (including regular prescription drugs and/or caffeine) in their system.</i></p> |

| HEADING   | DESCRIPTION  |
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| <p>Facilitator talking points</p> <p>PPT slide ##</p> | <p>The only thing that can sober a person up is time. Midnight tacos won't sober someone up but convincing a friend to go for tacos is a great way to get them to stop drinking and go home.</p> <p><b>When you do get them home, just to be clear, do NOT leave a drunk person alone. You should either:</b></p> <ul style="list-style-type: none"> <li>• Stay with them in a safe space for a bit until you see them start to sober up.</li> <li>• Delegate to a sober person.</li> </ul> <p>If you're not sure what to do, it's totally okay to get help. Just remember, the drunk can't herd the drunk.</p> <p>Just because they're okay when they leave the party doesn't mean they'll stay that way. It takes time for alcohol to kick in and they could've done a shot or consumed something else that you didn't know about before leaving.</p>  |
| <p>Facilitator notes</p>                              | <p><b>If the person is passed out or unconscious, or you don't feel safe for any reason, delegate to a person of authority.</b></p> <p><b>If you're off campus, call 9-1-1, and let them know someone needs medical attention.</b></p> <p>If they do lay down, make sure they don't lay on their back. Instead make sure they are laying on their side. This can help keep their airway open. That way, if they vomit, they won't be as likely to breath it into their lungs.</p> <p><i>Participants may mention "backpacking", which is placing a backpack on an intoxicated person with the goal of not allowing them to roll onto their back. This is NOT a technique that you want to encourage. A person's blood alcohol concentration (BAC) can continue to rise even after they have stopped drinking if alcohol remains in the stomach and hasn't yet been absorbed into the bloodstream. Once the alcohol in the blood reaches a certain point, it can start to switch off the body's vital functions -- gag reflex, breathing and heart rates -- so a backpack wouldn't make a difference and could actually make the situation worse.</i></p> |

| HEADING  | DESCRIPTION   |
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| <p>Facilitator talking points<br/>PPT slide ##</p> <p><i>Facilitator notes</i></p> | <p><b>Let’s recap</b>, depending on the severity of the situation:</p> <ul style="list-style-type: none"> <li>• Get them to a safe spot.</li> <li>• Ask them how much they drank.</li> <li>• Ask them if they’ve taken any drugs or prescription medicine.</li> <li>• If they’re laying down, make sure they’re not on their back.</li> <li>• Call help, like an RD/RA.</li> <li>• If they are showing signs of distress or alcohol poisoning call 911 and let them know someone needs medical attention.</li> </ul> <p>Check the resource section for ideas of who you can call both on and off campus.</p> <p><i>This is a good time to refer to the campus specific policies, including any applicable medical amnesty policy.</i></p> <p><b>Bottom line - ask for backup if you need it.</b></p> <p>This can be challenging - and takes courage, compassion, and grit -- but the effort is well worth it.</p> |

# Recognizing a pattern

In this section, participants will learn what to do when they are worried about a friend's drinking or drug use, what do high risk patterns look like, and what help exists.

20 minutes

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| HEADING   | DESCRIPTION   |
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| <p>Facilitator talking points</p> <p>PPT slide ##</p> | <p>There are a lot of reasons why someone may be worried about someone and might want to have this conversation, or maybe you might want to have it with a friend.</p> <p>Some signs you might want to talk to someone about a pattern of behavior they've developed include:</p> <p><b>Emotional Signs:</b></p> <ul style="list-style-type: none"> <li>• Relationships negatively impacted by alcohol use</li> <li>• Denies drinking, hides alcohol, or gets angry when someone expresses concern about their alcohol use</li> <li>• Uses alcohol to cope with life's ups and downs</li> <li>• Gets angry when others don't want or agree to drink with them</li> </ul> <p><b>Social/Academic Signs:</b></p> <ul style="list-style-type: none"> <li>• Alcohol use negatively affects work, school, or home</li> <li>• Gives up or reduces favorite activities in favor of drinking</li> <li>• Only hangs out with others who drink</li> <li>• Dropping grades due to alcohol use</li> <li>• Missing classes or being late for classes due to alcohol use</li> </ul> <p><b>Physical Signs:</b></p> <ul style="list-style-type: none"> <li>• Time spent getting/using alcohol, and/or recovering from hangovers negatively affects their work, school, or home life</li> <li>• Uses alcohol in situations where it's not safe, like driving or swimming</li> <li>• Needs to drink more and more to get the same effect or "feel drunk"</li> <li>• Has withdrawal symptoms when not drinking, like nausea, sweating, shaking</li> <li>• Alcohol use frequently leads to vomiting and/or blackouts</li> <li>• Hasn't been able to limit the amount they drink</li> </ul> |

| HEADING   | DESCRIPTION   |
|---|---|
| <p>Facilitator talking points<br/>PPT slide ##</p> <p>Facilitator notes</p> | <p>Showing You Care - When are concerned about someone it is important to show you care and having that conversation can be a difficult thing to do.</p> <p><b>What are some reasons you might not want to talk with someone you are concerned about?</b></p> <p><i>Typical answers may include they won't get it, they'll get mad at me or cut me off as a friend, or they do not want to get anyone in trouble.</i></p> <p><b>A good reminder is this - "It's not what you say, It's how you say it."</b></p> <p>Focus on what they care about and making sure it doesn't sound like you are judging. Talk about their choices around drinking and their effects. Ask if they are happy with how things were or if there was anything she wanted to change.</p> <p><b>Starting the conversation can be a challenge, so starting the question by saying:</b></p> <ul style="list-style-type: none"> <li>• <b>What do you think...?</b></li> <li>• <b>How do you feel...</b></li> <li>• <b>Tell me about...</b></li> </ul> <p><b>Can be a helpful tool.</b></p> <p>You can't know what someone else is thinking or feeling. Stick with letting them know how you are feeling. Instead of "you this" and "you that", use phrases like "I think," "I feel," or "it seems like."</p> <p><b>For example, instead of saying.....</b></p> <p><b>"You have been..." say "I've been wondering..."</b></p> <p><b>"You are..." say "I've noticed that..."</b></p> <p><b>"You're doing..." say "This is where I'm coming from...."</b></p> <p><b>"You make me feel..." say " I'm feeling..."</b></p> <p>These are all ways to approach a friend you are concerned about and show you care but remember that it is not your responsibility to get someone to change. Being a supportive friend does not mean taking on their challenges; rather, it means showing up as you can and offering support while still taking care of yourself.</p> |

| HEADING  | DESCRIPTION   |
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| <p>Facilitator talking points<br/>PPT slide ##</p> <p><i>Facilitator notes</i></p> | <p>Finding Resources</p> <p>If they are interested in talking to someone or learning more, you may want to ask how they feel about taking advantage of some campus resources. Don't try to push them into anything. Ask for their thoughts, offer support, and let them make her own decisions.</p> <p><b>Campus Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Student Health/Counseling Center:</b> Counseling services are a great confidential option for talking through feelings, getting emotional support, and answering questions.</li> <li>• <b>Residential Life Center:</b> On most campuses, this center focuses on all aspects of housing for students, including situations that might come along with drugs or alcohol at on-campus or off-campus locations.</li> <li>• <b>Community Resources:</b> Most colleges can provide information about resources and support groups in the community.</li> <li>• <b>The Health Promotion Office:</b> Many campuses have health promotion offices with staff members who have information and resources about alcohol and other drugs. Some offices also offer screenings for alcohol and drug use.</li> <li>• <b>Medical Staff/Local Hospital:</b> Hospitals or medical centers will have resources and information available to those who want to change their substance use.</li> </ul> <p><a href="#"><u>Check the resources section for information specific to your school.</u></a></p> |

FACILITATOR GUIDE

# Staying true to you

In this section, participants will learn how and why to set goals around drinking and drug use, as well as what those goals can look like using the SMART model.

**Optional - 20 minutes**

**ALCOHOL**  
AND OTHER DRUGS



| HEADING                  | DESCRIPTION   |
|--------------------------|---|
| <i>Facilitator notes</i> | <p><b>During your interactive module, you spent time setting SMART goals. We are going to take the next few minutes to review our goals for ourselves then share them with a partner as you would like.</b></p> <p>ONE SLIDE PER FOR THE REMINDER NOTES BELOW!</p> <p><b>Get Specific about your SMART goal.</b></p> <p>Are you looking to maintain or exactly how much are you looking to cut back?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Maintain not drinking</li><li><input type="checkbox"/> Maintain current drinking level</li><li><input type="checkbox"/> Eliminate</li><li><input type="checkbox"/> Reduce by many</li><li><input type="checkbox"/> Reduce by one</li></ul> <p>In what timeframe?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Per night out</li><li><input type="checkbox"/> Per week</li><li><input type="checkbox"/> Per month</li><li><input type="checkbox"/> Always</li></ul> <p><b>How you are going to Measure, or track, your progress.</b></p> <p>How will you track your progress?:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Track it on my calendar</li><li><input type="checkbox"/> Write it in a notepad</li><li><input type="checkbox"/> Make a tally chart</li><li><input type="checkbox"/> Make a checklist</li><li><input type="checkbox"/> Track using an app on my phone</li></ul> |

| HEADING                         | DESCRIPTION  |
|---------------------------------|--|
| <p><i>Facilitator notes</i></p> | <p><b>How is your plan going to be Action-oriented?</b></p> <p>We all know that achieving our goals isn't just about focusing on what we're changing, but what we'll do in our life to change it.</p> <p>What are you going to do to make sure you achieve your goal?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose to say no</li> <li><input type="checkbox"/> Go to places with fewer temptations</li> <li><input type="checkbox"/> Celebrate the small wins</li> </ul> <p><b>How do you know your goal will be Realistic?</b></p> <p>Be sure to set yourself up to succeed.</p> <p>What are you going to do to make sure you achieve your goal?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Find an accountability buddy with similar goals</li> <li><input type="checkbox"/> Set landmarks along the way</li> <li><input type="checkbox"/> If there is a misstep, keep going, don't stop</li> <li><input type="checkbox"/> Stay positive</li> </ul> <p><b>What is your Timeline?</b></p> <p>When are you going to reevaluate whether it's time to reset your goal or set a new goal?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One week</li> <li><input type="checkbox"/> One month</li> <li><input type="checkbox"/> Two months</li> <li><input type="checkbox"/> Three months</li> <li><input type="checkbox"/> At the end of the semester</li> </ul> <p>There may be moments where you set a limit, hit it and are tempted to keep drinking. But having a plan and a goal makes it a lot easier not to give in. The beauty of goal setting is being able to look back at your goals, see if they're working, and make adjustments as needed.</p> <p>Bottom line, the only way goal setting doesn't work, is if you set it and forget it. And SMART goals can be useful for whatever you're trying to do in school, or work, or anything in life.</p> |

FACILITATOR GUIDE

# Closing

BREAKOUT BASED ON AUDIENCE

5 minutes

**ALCOHOL**  
AND OTHER DRUGS



| HEADING  | DESCRIPTION   |
|--|---|
| <p>Facilitator talking points<br/>PPT slide ##</p> | <p><b>We went over a lot of information during our time together today.</b></p> <ul style="list-style-type: none"> <li>• Thinking about setting limits...</li> <li>• Helping out someone who went a little hard...</li> <li>• Talking to a friend about their habits around alcohol...</li> <li>• And setting goals.</li> </ul> |
| <p><i>Facilitator notes</i></p>                    | <p><b>RESOURCES</b> – <i>include school specific resources and policies.</i></p>  |