

SUBSTANCE USE WELLNESS TOOL

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 - Keith Dobson, The University of Calgary
 - Terry Krupa, Queen's University
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 - Michael Teehan, Dalhousie University

RATIONAL FOR THE CARING CAMPUS

- In Canada, 70% of male students have consumed alcohol in the past 30 days.
- Of those who drank alcohol, 44% drank more than 5 drinks at their most recent social event.
- Men are more likely to binge drink than women.
- Higher-risk group for alcohol-related aggression
 - Physical, sexual, and psychological

*For young people, substance use is not at the margins – but is **a way of life***

- Substance use is especially embedded in young people’s daily occupations and life style
 - “partying is a major part of university life”
 - Universities are known for their drinking cultures
- Students’ substance use causes serious problems potentially jeopardizing their main occupational role as a student including:
 - Poor mental health
 - Engaging in more risky health-related behaviours
 - Poor academic performance

GOALS

- Provide students with a tool that would
 - Raise awareness of substance use without pathologizing it
 - Recalibrate conversations about safer consumption and its consequences
 - Help students become their own catalysts for change
- To do this we needed
 - A shared language to talk about substance misuse within the campus environment
 - A way to connect substance use patterns to students' daily experiences and behaviours

ITERATIVE DEVELOPMENT AND CONTENT VALIDATION - 2014

- Focus group 1 – 6 male students
- Focus group 2 – 11 female students
- Focus group 3 – 11 students, mixed gender
- Focus group 4 – 3 parents
- Expert consultation with Caring Campus Advisors and other key informants

DEPARTMENT OF NATIONAL DEFENSE ROAD TO MENTAL READINESS MODEL

HEALTHY	REACTING	INJURED	ILL
<p>Normal fluctuations in mood Takes things in stride Good sense of humour Consistent performance Physically & socially active Confident in self & others Drinking in moderation</p>	<p>Nervousness, irritability Sadness, overwhelmed Displaced sarcasm Procrastination Forgetfulness Trouble sleeping Low energy Muscle tension, headaches Missing an occasional class or deadline Decreased social activity Drinking regularly or in binges to manage stress</p>	<p>Anxiety, anger Pervasive sadness, tearfulness, hopelessness, worthlessness Negative attitude Difficulty concentrating Trouble making decisions Decreased performance, regularly missing classes/deadlines, or over work Restless, disturbed sleep Avoidance, social withdrawal Increase used of alcohol-hard to control</p>	<p>Excessive anxiety Panic attacks Easily enraged, aggressive Depressed mood, numb Cannot concentrate Inability to make decisions Cannot fall asleep/stay asleep Constant fatigue, illness Absent from social events/classes Suicidal thoughts/intent Unusual sensory experiences (hearing or seeing things) Alcohol or other addiction</p>
<p>Nurture support systems.</p>	<p>Recognize limits, take breaks, identify problems early, seek support.</p>	<p>Tune into own signs of distress. Talk to someone, ask for help. Make self-care a priority. Don't withdraw.</p>	<p>Seek professional care. Follow recommendations.</p>

13 DIMENSIONS IDENTIFIED

1. Control over use
2. Amount/Frequency of use
3. Use substances to cope with stress
4. Use substance in response to peer Pressure
5. Peer Substance Use
6. Pattern of Use (using in isolation)
7. Motivation to use (deliberately use to get high)
8. Relationships affected by substance misuse and concerns expressed
9. Normal activity replaced by substance misuse
10. Academic performance impacted
11. Physical well-being impacted
12. Finances impacted
13. Engaging in behaviours that are harmful

SUBSTANCE USE WELLNESS TOOL

Control	No or limited use of substances	Regular but controlled use of substances	Increased use of substances and difficulty with control	A persistent desire for substance and unable to control use of substances
Amount/frequency	No excessive use of substances	Excessive use of substances once or twice a week	Consistent excessive use of substances more than two times a week	Persistently use excessive amounts of substances
Coping	Do not use substances as a coping strategy to manage stresses or negative emotions	Sometimes use substances as a coping strategy to manage stresses or negative emotions	Often use substances as a coping strategy to manage stresses or negative emotions	Use substances as the main coping strategy to manage stresses or negative emotions
Social- peer pressure	Never or rarely use substances in social situations as a response to peer pressure	Sometimes use substances in social situations as a response to peer pressure	Often use substances in social situations as a response to peer pressure	Almost always use substances in social situations as a response to peer pressure
Pattern of use	Rarely uses substances alone	Sometimes uses substances alone	Often use substances alone	Almost always use substances in isolation
Social-peer use	Peers don't or only occasionally use substances	Peers sometimes use substances	Peers often focus much of their activities on substance use	Peers almost always focus their activities on substance use
Motivation	Never use substance to get high	Sometimes use substances to get high	Often use substances to get high	Almost always use substances to get high
Relation-ship	Connections are not affected by substance use; they expressed no concerns about my substance use	Connections are sometimes affected by substance use; they have expressed some concerns about my substance use	Connections are often affected by substance use; they have expressed moderate concerns about my substance use	Connections are almost always affected by substance use; they have expressed serious concerns about my substance use
Activity	Social, occupational, or recreational activities are not sacrificed because of substance use	Social, occupational, or recreational activities are sometimes replaced by substance-related activities	Social, occupational, or recreational activities are often dominated by substance-related activities	Social, occupational, or recreational activities are almost always dominated by substance-related activities
Academic performance	Academic performance is not impacted by substance use	Due to substance use, sometimes miss classes or deadlines; educational goals not in jeopardy	Due to substance use, often miss classes or deadlines; jeopardizing educational goals and GPA	Due to substance use, failing to meet educational goals
Physical	Never felt physically unwell due to substance use	Sometimes feel physically unwell due to substance use	Often feel physically unwell due to substance use	Recurrent substance use results in poor physical well-being
Financial	Finances are not impacted by substance use	Finances are occasionally impacted by substance use	Finances are often impacted by substance use	Have significant financial troubles (spend most money on substances)
Behavioural	Never engage in behaviours resulting in harm to self or others due to substance use	Sometimes engage in behaviours resulting in harm to self or others due to substance use	Often engage in behaviours resulting in harm to self or others due to substance use	Almost always engage in behaviours resulting in harm to self or others due to substance use
	GOOD	CAUTION Recognize your substance-related issues, seek support.	ALERT Talk to someone, seek professional helps, make self-care a priority. Don't withdraw.	ALARM Seek professional help.

VALIDATION STUDY

- Goals were to investigate:
 - Factor Structure
 - Internal consistency
 - Construct (convergent) validity
- Because alcohol misuse the major problem on university campuses (rather than substance abuse more generally), we validated against alcohol misuse

PSYCHOMETRIC ANALYSIS

DATA COLLECTION

- Emailed undergraduate students in two universities, and students enrolled in the Research Participation system in a third (n=4,206)
- Participants asked to indicate the item on the tool that best reflected their situation over the past 4 weeks across the 13 dimensions
- Scored each dimension from 1 (green) to 4 (red)
- Evaluated against the AUDIT – Substance misuse the key problem on campus
 - WHO developed; reliable; validated
 - 10 items with higher scores reflecting higher misuse

SAMPLE DEMOGRAPHICS

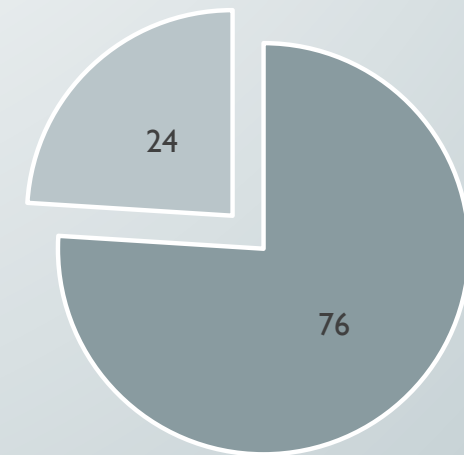
(N=4,206)

Characteristic	Percent
Gender	
• Male	29%
• Female	71%
Year	
• 1 st	23%
• 2 nd	20%
• 3 rd	23%
• 4 th	20%
• 5+	15%

AUDIT SCORES

(N=4,206)

Audit Risk Level	Percent
• Low Risk	76%
• Risky Drinking	20%
• High Risk – Needs Counselling	3%
• High Risk - Harm	2%



□ Low Risk □ Risky

SUBSTANCE USE WELLNESS TOOL

(N=4,206)

Average Item Score (1-4)



FACTOR LOADINGS -- CFA

(N=2,143)

Item	Factor Loading
Control	.89
Amount	.87
Coping	.79
Peer Pressure	.59
Pattern	.54
Peer Use	.57
Motivation	.73
Relationships	.80
Activity	.81
Academic	.83
Physical	.78
Financial	.77
Behavioural	.74

Eigenvalue = 7.4
Variance Explained = 93%
Alpha = 8.7

CONVERGENT VALIDITY WITH THE 10-ITEM AUDIT

Characteristic	N	Correlation	P-value
Overall	4206	.71	<.001
Gender			
• Male	1208	.69	<.001
• Female	2951	.71	<.001
Year			
• 1	952	.71	<.001
• 2	850	.71	<.001
• 3	949	.69	<.001
• 4	828	.72	<.001
• 5+	340	.66	<.001
Site			
• University A	3188	.68	<.001
• University B	554	.75	<.001
• University C	464	.68	<.001

SUMMARY OF PSYCHOMETRIC ANALYSIS

- Qualitative development identified 13 items
- Factor analysis showed that the items loaded strongly on one dimension
- Highly internally consistent
- Highly correlated with the 10-item AUDIT showing strong convergent validity with alcohol misuse
- Convergent validity robust across sub-groups and sites

DISSEMINATION

- Residences
- Student workshops
- Orientation packages
- Student wellness services
- Educational activities
- Campus Bookstores
- Available for branding by other users

Substance Use Wellness Tool

Who's In Control?



Well	Caution	Alert	Alarm
Limited use	Regular but controlled use	Difficulties with control/excessive use	Persistent difficulty with control of use/excessive use
Not used to cope with pressures from being a student	Sometimes use to cope with pressures from being a student	Regularly use as a coping strategy	Use as the main coping strategy
Rarely used in response to peer pressure	Sometimes use in response to peer pressure	Often use in response to peer pressure	Almost always in response to peer pressure
Never use alone	Sometimes use alone	Regularly use alone	Almost always use alone
Most friendships and activities not centered around substances	Some friendships and activities centered around substances	Most friendships and activities dominated by use	Almost all friendships and activities dominated by use
Never use to get high	Sometimes use to get high	Often use to get high	Almost always use to get high
Connections are not affected by use	Connections are sometimes affected by use/others express some concerns about my use	Connections are often affected by use/others moderately concerned about use	Connections are almost always affected by use/ others express serious concerns about my use
Educational goals not affected	Educational goals sometimes affected by use/GPA not in jeopardy	Educational goals often affected/GPA starting to be jeopardized by use	Educational goals seriously affected/GPA in jeopardy
Physically well	Sometimes feel physically unwell	Often physically unwell	Almost always physically unwell/well-being impacted
Finances not impacted	Finances occasionally impacted	Finances impacted by use	Significant financial troubles
Don't engage in risky behaviours that could harm self or others	Sometimes engage in risky behaviours that could harm self or others	Often engage in risky behaviours that could harm self or others	Almost always engage in risky behaviours that harm self or others
	Recognize your substance-related issues, seek support	Seek support. Make self-care related to substance use and health a priority. Consider making focused changes in substance use	Seek professional help

Purpose

The purpose of this wellness tool is to identify your substance use pattern so that you can self-monitor its effects on yourself and others. The emphasis is on enabling you to take charge of your substance use so that you can have control over its impact on you and not

The colors on the continuum are oriented towards healthy use (green), all the way to severe (red) or intense substance use patterns.

What Does it Mean?

The continuum was not created to judge or label you as having an illness or disorder. Rather it allows you to become more aware of your substance use and its overall impact on your daily life.



In Collaboration With



How To Use

Place yourself on the continuum based on a list of behaviors related to substance use. The arrow shows that you do not need to be stuck in any one category, rather you can return to safe and controlled using that supports your mental health and well being.

CONCLUSION

- The Substance Use Wellness Tool can be used to
 - Promote reflection, personalization (how how fit on the tool), and action (things you can do)
 - Engage students in conversations about alcohol misuse
 - Promote early intervention and harm reduction in post-secondary environments
- Future Research
 - Validation for other substances and in other populations

QUESTIONS & COMMENTS

