

Author: Pfaff, Devon V.

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STUDENT:

NAME: Devon Pfaff

DATE: 4/24/2018

ADVISOR: (Committee Chair if MS Plan A or EdS Thesis or Field Project/Problem):

NAME: Dr. Sarah Wood

DATE: 4/24/2018

This section for MS Plan A Thesis or EdS Thesis/Field Project papers only

Committee members (other than your advisor who is listed in the section above)

1. **CMTE MEMBER'S NAME:** Libby Smith, M.S.

DATE: 4/24/2018

2. **CMTE MEMBER'S NAME:** Dr. Elizabeth Buchanan

DATE: 4/24/2018

This section to be completed by the Graduate School

This final research report has been approved by the Graduate School.

Director, Office of Graduate Studies:

DATE:

Pfaff, Devon V. *College Alcohol Use: Role of Identity in Drinking Behaviors*

Abstract

Colleges across the country are continually working to address problems with partying amongst college students. Research suggests one of the most effective ways to decrease partying behaviors is through interventions that provide normative feedback. The Brief Young Adult Alcohol Consequences Questionnaire scale was used to measure the consequence of drinking for young adults. Freshman and Sophomore participants were combined to make a new Lower-Level Students group ($n = 147$). Junior, Senior and Graduate Student participants were combined to create a new Upper-level Students group ($n = 49$). A “Partier” Self-Concept Scale measured how participants see social behaviors as a partier. An independent samples t-test determined that no significant difference between Upper-Level Students ($M = 3.07$, $SD = 1.77$) and Lower-Level Students ($M = 2.60$, $SD = 1.95$) on partier identity ($t(194) = -1.47$, $p = .551$). A Pearson’s r correlation found that students who identified as “partiers” experienced more negative consequences of alcohol use ($r(197) = .58$, $p < .001$). These findings show a need for longer term interventions, as students identify as ‘partiers’ regardless of age, while experiencing alcohol related consequences.

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Chapter I: Introduction

Excessive alcohol use and binge drinking among college students is associated with many negative consequences such as a higher rate of drinking and driving, physical and sexual assault, and lower performance at work (Bosari, Murphy, & Barnett, 2007; Walters, Vader, & Harris, 2006; Moeller & Crocker, 2009). Binge drinking, according to the National Institute on Alcohol Abuse and Alcoholism (NIAAA), is the consumption of alcohol over 2 hours (within the past 30 days) that spikes the blood alcohol content above .08 grams percent and/or the consumption of 5 or more drinks in men (or 4 in women) (Center for Disease Control, 2015; NIAAA, 2017; Substance Abuse and Mental Health Service Administration, 2014). Alcohol use and binge drinking consequences include a higher rate of drinking and driving (31% of motor vehicle deaths in 2014, or 9,960 deaths), physical and sexual assault, violence (including suicide), and lower work performance, one of the costliest consequences of drinking behaviors on the United States (NIAAA, 2017; Bosari et al., 2007; Polak & Conner, 2012; Paschal, Beramin, Fearnow-Kenney, Wyrick, & Currey, 2006). Binge drinking is the fourth leading cause of preventable deaths in the United States, totaling up to 88,000 lives per year (CDC, 2013; NIAAA, 2015; Larimer & Conce, 2007; Paschal et al., 2006). College deaths alone accounted for 468 of the 1,420 recorded alcohol related injury deaths in the U.S. of a 2009 study (Hingson, Zha & Weitzman, 2009).

Colleges across the country are continually working to try and address problems with binge drinking amongst college students. Research has shown that part of what makes this problem difficult to solve is that students will tend to behave in ways that mirrors what their peers are doing (Mollen, Ruiter, & Kok, 2010; LaBrie, Grant & Hummer, 2011). This is complicated by the fact that students have distorted beliefs about what their peers are doing,

often based on stereotypes regarding how college students behave. This is especially the case when it comes to alcohol use. College students have repeatedly shown a tendency to overestimate how much alcohol their peers consume (Mollen et al., 2010; Murphy, Dennhardt, Skidmore, Martens, & McDevitt-Murphy; 2010). There are multiple ideas regarding what causes these misperceptions, but one issue may be a pervasive belief that binge drinking is just what college students are supposed to do or by widely circulated ideas about a particular campus being considered a ‘party school’. This may be exacerbated in places, like Wisconsin, where there are additional cultural traditions or norms relating to the apparent ubiquity of binge drinking. Wisconsin is of the highest drinking rates in the United States, where adult’s consumption is 10 percentage points above the national average (Wisconsin Epidemiological Profile on Alcohol and Other Drugs, 2016).

To combat these issues, research suggests one of the most effective ways to decrease drinking behaviors is through interventions that provide normative feedback (White et al., 2006). Online versions of these programs, called Electronic Interventions (EIs), collect information from the participant to create a profile comparing their personal behaviors to their peer’s typical behaviors (Mollen, et al., 2010; Murphy et al., 2010). These programs then give people feedback regarding how they compare to their peers in terms of drinking behaviors, how their drinking impacts their health and wellness, financial health, and their genetic risk factors as well (Croom et al., 2009; Donohue, Allen, Maurer, Ozols, & DeStefano, 2004; Hustad, Barnett, Borsari & Jackson, 2010). Underlying this strategy are social psychology theories which suggest that providing this type of normative feedback puts pressure on people to behave in ways that are similar to their peers in order to fit in (Borsari & Carey, 2001; Borsari, Murphy, & Barnett, 2007; Mollen et al., 2010).

This method of information sharing is designed about give participants an understanding of what is normal and abnormal drinking (Larimer et al., 2009; Borsari et al., 2001; Borsari et al., 2007; Larimer & Conce, 2007), along with providing information to their physical, financial, and mental health. The EI data creates an awareness for the student, as well as dissonance between the students' behaviors and beliefs. These insights are intended to push students to change what they do (such as drinking) to match their peers and alleviate that dissonance (Walters et al., 2006; Neighbors et al., 2006).

However, a student's partier identity can have adverse impacts from the use of Electronic Interventions. A partier identity is how one describes their self in relation to the use of alcohol as a defining characteristic (Gray, LaPlante, Bannon, Ambady, & Shaffer; 2011). As a student's partier identity develops, the impact of EI's changes. In some cases, a strong partier identity can be made worse through the use of EI's. Specifically, a student with a partier identity may drink more alcohol, at a greater rate, and with more frequently to maintain their partier identity (Reslan et al., 2011; Turner et al., 2008; Lindgren et al., 2012). The purpose of this research is to understand the impacts of self-concept on student alcohol consumption.

Drinking Identity

Self-concept, or one's goals, memories, and self-identified characteristics, is used to regulate behaviors, such that one aligns their behaviors with how they describe themselves (Reslan et al., 2011; Hicks, Schlegel, McCarthy, & Friedman, 2009; Turner et al., 2008). For example, college students identifying as an 'active campus club leadership member', 'student athlete', or 'partier' will tend to socialize with others who identify as one of those group members and perform behaviors they perceive as consistent with that identity (Reslan et al., 2011; Hicks et al., 2009). People adjust their self-concept to build their identity. Someone whose

self-concept is strongly associated with being a strong student, for example, is likely to spend time using best academic practices to fit their behaviors to their identity (Turner et al., 2008). Class performance measures will have major impacts on how they view themselves, as well as the rigor of their coursework (Reslan et al., 2011; Hicks et al., 2009; Turner et al., 2008). The implications of this identity influence short term, immediate, and long-term actions for those students, as they build their self-concept through actions and activities. Similarly, someone who's self-concept is strongly associated with being a partier or partier will engage in actions and activities related to this identity (Reslan et al., 2011). Further, a partier self-concept influences how people view themselves (Lindgren et al., 2013; Turner et al., 2008). For example, a 'partier' might use their ability to drink large quantities of alcohol in a short period of time as an indication of success or achievement (Lindgren et al., 2013; Hicks et al., 2009). Because people are motivated to hold a positive self-view, and will use identity related information to bolster a positive self-view, students with a partier identity may respond to norms based interventions, such as EI's, differently than students without this identity.

A partier identity comes with a set of positive expectations. A partier believes they have had positive social experiences such as making new friends easily, feeling more social, and gaining attention from others, and therefore attributes alcohol to positive social interactions (LaBrie et al., 2011; Lindgren et al., 2013). However, alcohol inhibits the partiers' ability to see the negative parts of using alcohol to socialize, leaving a false sense of positivity. In essence, alcohol may give a positive view on drinking events, regardless of the true nature of the event (LaBrie et al., 2011). Typically, these characteristics are described as positive from the partier (LaBrie et al., 2011; Moeller & Crocker, 2009; Lindgren et al., 2013). With this self-view mentality, instead of changing behaviors most peers would think of as embarrassing or a

problem, someone would continue those behaviors in hopes of feeling more exciting, or interesting. For example, bragging about drinking like a talent, where a person has a high drinking tolerance. They may also talk about drinking talents such as drinking one or more standard drinks, very quickly (such as a ‘keg stand’, ‘beer bong’, or ‘shot-gunning’ a beer) (Lindgren et. al., 2013). A person who maintains self-view through partier may also take pride in the length of time they can drink, such as starting to drink early in the day and continuing for several hours.

Additionally, one way to maintain positive self-view is to engage in biased thinking so that one sees their unique characteristics as positive (Moeller & Crocker, 2009; Turner, Perkins, & Bauerle, 2008). In this case, it is possible that some students may view excessive drinking as something to be proud of rather than embarrassed about. This suggests the effectiveness of EI’s may be reduced, eliminated entirely, or in some cases may have the consequence of increasing drinking behaviors. Because EI’s are designed to provide people with normative information about drinking habits of peers, someone with a strong partier identity may view the information that they drink much more than their average peer as an affirmation of their identity (e.g., a recognition that they can drink more than everyone else), rather than something to be embarrassed about.

Norms Based Interventions

Electronic interventions use student self-views to alter partier behavior. Students having a positive self-view is such an important piece of themselves, as they are willing to change their behaviors to match those of their peers (LaBrie et al., 2011; Reslan, Suales, & Serras; 2011). A Social Norms Approach, dictates the behaviors of students based on the actions of their peers (Borsari & Carey, 2001). Peers are some of the most influential people to college students

(Borsari & Carey, 2001; Lewis, Neighbors, Oster-Aaland, Kirkeby & Larimer; 2007).

Descriptive norms, the perception of social norms through the observations of others, creates an understanding of oneself. These norms use peer observations to create an understanding about oneself, and how someone “should” behave based on those observations (Borsari & Carey, 2001). Descriptive norms have been shown to influence a wide variety of behaviors such as drinking frequency (Collins & Spelman, 2013), drinking quantity (Borsari & Carey, 2001), and other health behaviors related to health and exercise (Deasy, Coughlan, Pironom, Jourdan, & McNamara, 2014). In the case of partier behaviors, past research has shown that people pay attention both to how much their peers drink (e.g., most people have 3 drinks) and how often (e.g., most people drink on Friday and Saturday) (Borsari & Carey, 2001; Collins & Spelman, 2013; Borsari et al., 2009; Neighbors et al., 2007).

Similarly, injunctive norms are the perception of others’ behaviors, to guide the observer’s behaviors in search of peer approval. In the context of the current research, the quantity and frequency of drinking represent perceived moral rules of the peer group (Borsari & Carey, 2001; Mollen et al., 2010; Revis & Sheeran 2003). Injunctive norms are likely to influence behaviors such as drinking frequency (Larimer et al., 2009; Borsari et al., 2007; Neighbors, 2005), or how quickly someone drinks multiple beverages where the perception of peer approval is particularly important (Neighbors, 2005; Neighbors et al., 2007). In the case of drinking behaviors, when people think excessive drinking is approved of or seen as cool by peers they will drink more (Rivis & Sheeran, 2003; Borsari, 2000; Collins & Spelman, 2013). In total, to fit in, people’s behaviors are influenced both by what they think is normal behavior (what everyone’s doing) for their social group and by what they think of as their peers’ attitudes about the behaviors (what everyone thinks is cool) (Weirs et al., 2003).

The Present Study

One potential barrier to changes in students' approach to drinking is the perception of what normal college drinking behaviors are in general. The culture in Wisconsin, where drinking heavily is sometimes a point of pride, may exacerbate this misperception. The state of Wisconsin is unique in alcohol consumption, rating number 2 in the nation for amount of alcohol drunk (NIAAA, 2015). Research suggests that college students who engage in binge drinking may have elements of their self-concept that are directly related to a partier identity (Reslan, Saules, & Serras, 2011; Lindegren, et al., 2013; Walters et al., 1999).

Normative feedback interventions may be more problematic than helpful if a person identifies and holds their self-view as a partier. From EI feedback, someone who strongly identifies with or views excessive drinking as a positive quality is more likely to engage in drinking behaviors. Electronic Intervention normative feedback may backfire when excessive drinking is believed to be a positive and unique part of a person's identity, such as what is seen in Wisconsin (Moeller & Crocker, 2009).

Because people are motivated to see positive characteristics as unique, telling someone they drink considerably more than everyone else may not be interpreted as embarrassing. Rather, they may take it as evidence that their personal characteristic is unique and experience a boost to their self-view. If this is the case, identifying such people prior to intervention would be important so that the feedback they receive does not emphasize this type of normative information. As these students are at the elevated risk of increasing their alcohol behaviors, the likelihood of negative impacts is also increased (White et al., 2006). These consequences include the previously discussed issues of addiction, injury, lower performance in academics, and even death.

Of the most effective online intervention programs, Alcohol CHECKUP TO GO (or e-CHUG), shows the most promising results (Murphy, 2010; Neighbors, Larimer, Lostutter, & Woods, 2006). The E-CHUG program examines incoming and current student participants for their alcohol and tobacco use along with other risk factors. Other risk factors include genetic predispositions to alcoholism, tendency to drink, and perceptions of what the participant thought was normal. After required questions are answered through the online tool, the program calculates how the student compares to their peers (described as personalized normative feedback or PNF) (Lewis et al., 2007; Walters et al., 2006; Murphy, 2010; White et al., 2006). The calculated data from the participant and their peers is used to show how the participant compares to their peer average. It's typical for interventions such as e-CHUG to be given to students who are residing in residence halls on campus where it can be heavily encouraged by RA's or even required. In effect, this means that the vast majority of these interventions are going to the youngest students on campus, most of whom are still relatively new to college, and almost all of whom would be under the legal drinking age. It would be relatively rare for an upper-level student to be targeted with this type of intervention until they have experienced very negative consequences (e.g., arrest for an alcohol offense) or otherwise run afoul of the campus student handbook regulations. Upper-level students are just as, if not more likely, to experience negative consequences of excessive alcohol use and could greatly benefit from an effective intervention strategy. This is because the age range of a traditional college student, 18-25 years, shows the highest rate of binge drinking behaviors (Alfonso, Hall, & Dunn; 2012; NIAAA, 2015). However, because older students have had longer to potentially develop a partier identity, and have easier access to alcohol, the standard intervention strategy may not work. As such, this study explores whether upper level students are more likely to have a partier identity and

whether those with a partier identity experience more negative consequences associated with excessive drinking. The goals of this study are a first step in understanding more about the partier identity which could eventually lead to modified intervention strategies. The following was hypothesized:

H1: Upper level college students will report higher partier identity scores than lower level college students. In other words, upper level students should be more likely to have a partier identity.

H2: There will be a positive correlation between partier identity and drinking consequences. Those with a partier identity will experience the most severe negative outcomes associated with excessive drinking.

Chapter II: Methodology

The purpose of this research was to understand the impacts of self-concept on student alcohol consumption. It is expected upper level college students will have ‘partier’ identities. It is also expected students with a ‘partier’ identity will experience the most severe negative outcomes associated with excessive drinking.

Subject Selection and Description

Participants were 212 undergraduate students enrolled in psychology courses at a regional comprehensive university in Wisconsin. The majority of participants were college freshman ($n = 86$). Sixty-one identified as sophomore, ($n = 61$), twenty-seven as junior ($n = 27$), nineteen as senior ($n = 19$), and three as graduate students ($n = 3$). Participants age ranged between 18 – 31 years ($M = 19.90$, $n = 196$). Participants were 35.2% male ($n = 69$), 61.2% female ($n = 126$), and .5% ($n = 1$) other.

Instrumentation

The survey used in this study was created using a combination of existing measures and modified measures related to alcohol use and identity, as well as demographic questions.

“Partier” Self-Concept Scale. Adapted from the Smoker Self-Concept Scale (Shadel & Mermelstein, 1996), this five-item measure is designed to assess how the participant sees their social behaviors, specifically as a ‘partier’. Item examples include “Partying is a part of my self-image” and “Others view partying as a part of my personality” (See Appendix A for complete measure).

Brief Young Adult Alcohol Consequences Questionnaire (B-YAACQ) – Past Year.

This scale is designed to measure the consequences of drinking for young adults. Participants are instructed to select Y = yes, or N = no to each question, as it occurred within the last year.

Example items include “I have woken up in an unexpected place after heavy drinking” and “The quality of my work or school work has suffered because of my drinking” (Kahler, Strong, & Read; 2005).

Data Collection Procedure

Interested participants were given a link to the survey via the participant pool or their instructor. Once they clicked on the link, participants were presented with the Implied Consent information. They were asked to read the information and choose whether they wished to continue. If the participant chose to continue, they were directed to the survey portion of the study and asked to answer the questions included in the survey. Once completed, students were presented with a debriefing form that explained to them in more detail what the study was investigating and offered additional resources.

Chapter III: Results

The purpose of this study was to determine if upper level students will have a ‘partier’ identities, and if students with a ‘partier’ identity will experience the most severe negative outcomes associated with excessive drinking.

Data Preparation

Prior to analysis the data was cleaned. Freshman and Sophomore participants were combined to make a new Lower-Level Students group ($n = 147$). Junior, Senior and Graduate Student participants were combined to create a new Upper-level Students group ($n = 49$). These groups were created to control some of the small response rates from upper level students. Alcohol consequences scores were determined by combining items on the Brief Young Adult Alcohol Consequences Questionnaire (BYAACQ) to create a total consequences score.

Data Analysis

To test Hypothesis 1 (Upper-level students are more likely to have ‘partier’ identities), an independent samples t-test was conducted to determine whether there was a difference between upper-level student than lower-level student drinking identities. No significant difference was found, $t(194) = -1.47, p = .551$, suggesting that Upper-Level Students ($M = 3.07, SD = 1.77$) and Lower-Level Students ($M = 2.60, SD = 1.95$) report the same frequency of partier identity.

To assess whether those who identify as “partiers” experience the most severe negative outcomes associated with excessive drinking (H2: Students with a 'partier' identity experience the most severe negative outcomes associated with excessive drinking), a Pearson’s r correlation was conducted. As expected, scores on the “Partier” Self-Concept Scale adapted from the Smoker Self-Concept Scale (PCSC) and BYAAC were significantly correlated, $r(197) = .58, p <$

.001. Those who more strongly identified with the 'partier' self-concept reported experiencing more negative consequences of alcohol use.

Chapter IV: Discussion, Conclusion and Recommendations

Research on excessive alcohol consumption and its unintended consequences points to a culture of heavy drinking in Wisconsin (Willens, 2014). This research explored the connection between the partier identity and drinking consequences. Specifically, the survey was designed to identify those who identify as partiers and to gather information about their drinking habits.

Data was collected using Brief Young Adult Alcohol Consequences Questionnaire (BYAACQ), and Partier Self-Concept Scale (PSCS). It was predicted that upper-level students would report stronger 'partier' identities. It was also expected that students with a 'partier' identity would experience greater alcohol consequences.

Students that identify as a 'partier' did show a greater alcohol consequences. However, upper level students did not show more 'partier' identities than lower level students.

The lack of differences between upper level and lower level students may be due to a number of factors. One of these factors may be the college reputation. As a Wisconsin school, a state known for heavy alcohol use, reputations for heavy alcohol consumption may influence lower level students to more quickly identify with 'partier' behaviors and hold that identity to fit in with peers.

In addition to a heavy drinking expectation as a Wisconsin state school, heavy partying may be seen as culturally normal in the region. Students from Wisconsin, where binge drinking is more common than other states, may actually be drinking at the same rate and taking the same risks regardless of year in school.

Self-report is also a difficult measure to truly assess drinking behaviors, as participants may inflate or deflate drinking consequences and behaviors based on their perceptions of

themselves and their peers. When looking at students from a drinking culture such as Wisconsin, students may overstate their drinking behaviors to seem normal.

With these concepts in mind, future research should aim to better understand high school drinking behaviors. Better understanding the background of student partiers may illustrate where binge drinking behaviors were learned, how long students have been binge drinking, as well as attitudes towards binge drinking before college. Understanding previous drinking behaviors can be used to understand prospective students' perception of the college or University. In short, do they are partiers because they attend this school, or do students attend this school because they are partiers?

As those who identify as a 'partier' did show a greater alcohol consequences, attention is needed to improve intervention methods. With alcohol, and binge drinking being a high risk behavior, consequences are harsh and immediate. Where partiers experience greater alcohol consequences, these students are more likely to experience violence, drunk driving, and lower work performance. As the 4th leading cause of preventable death in the U.S., alcohol consequences can be swift, and permanent. As these students are just entering adulthood, such fierce and intense consequences can permanently harm or completely stop a student's forward movement in academics and life.

These results may also highlight a genuine drinking problem for a campus. If there are students of both upper and lower levels, all experiencing alcohol related consequences, new and more aggressive methods for intervention are in need.

Conclusions

The information from the research presents an important look at young adult drinking, underage drinking, and drinking consequences. These findings show a need for longer term

interventions, as students identify as ‘partiers’ regardless of age, while experiencing alcohol related consequences.

In addition to adding an understanding of how alcohol impacts students at a younger age, this research also sheds light onto the impacts of a drinking identity on students. Where Wisconsin has a heavier culture of drinking, the consequences for drinking reaches younger students. These impacts disrupt college success, long term success outside of the classroom, and how lifelong partying behaviors develop.

Recommendations

Future variables and measures should include tools to better understand student relationship with alcohol before attending college or University. It is important to understand previous behaviors to college for students to gauge when a partier identity had developed. If students develop a partier identity before coming to college, intervention methods should be implemented earlier to younger students.

In addition, a better understanding of how college reputation plays a role in partier perceptions is needed. As stated above, students may enter college with a partier identity, or develop such identity as college goes on. A clearer understanding of drinking norms in the region should be addressed. This includes how readily available alcohol is to students who are not of drinking age, and comparing how those factors change students drinking identity.

Ideally, finding a method to remove students that identify as partiers from the normed based intervention is recommended. These students are not only removed from normed based interventions that could be harmful to their wellbeing, but also can be given special attention. Special interventions, such as one-on-one counseling, could greatly benefit these students’ long term well-being and success at college.

This research is not without limitations. Limitations include having a small upper level student group, where a difference between upper level and lower level students may not appear due to sample size differences. Additionally, this research should be continued on other college campus' in Wisconsin, as well as in different states that have a lesser reputation for using alcohol, as these perceptions may play a role in how students define themselves as partiers.

Self-report methods hold limitations, as participants were asked to describe drinking behaviors and perceptions. One may exaggerate or under-report their drinking behaviors and/or consequences. This is in efforts to maintain their social norms or personal 'partier' identity (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Using multiple measures, or in a longitudinal method, may increase reliability and validity of responses.

With this information and research, decisions about moving forward with more effective intervention methods can be made. These interventions are essential to student health, safety, and success.

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Appendix A: “Partier” Self-Concept Scale Adapted from the Smoker Self-Concept Scale

Please rate the following statements on a scale from 1-10. 1 = strongly disagree, 10 = strongly agree.

Partying is a part of my self-image.

1 2 3 4 5 6 7 8 9 10

Partying is a part of who I am.

1 2 3 4 5 6 7 8 9 10

Partying is a part of my personality.

1 2 3 4 5 6 7 8 9 10

Partying is a part of my daily life.

1 2 3 4 5 6 7 8 9 10

Others view partying as a part of my personality.

1 2 3 4 5 6 7 8 9 10

**Appendix B: Brief Young Adult Alcohol Consequences Questionnaire (B-YAACQ) – Past
Year**

For the following questions, please indicate whether you have experienced the following during the past year.

- | | |
|---|-----|
| 1. While drinking, I have said or done embarrassing things. | Y N |
| 2. I have had a hangover (headache, sick stomach) the morning after I had been drinking. | Y N |
| 3. I have spent too much time drinking. | Y N |
| 4. I have often found it difficult to limit how much I drink. | Y N |
| 5. I have felt very sick to my stomach or thrown up after drinking. | Y N |
| 6. I have not gone to work or missed classes at school because of drinking, a hangover, or illness caused by drinking. | Y N |
| 7. I have taken foolish risks when I have been drinking. | Y N |
| 8. I have been overweight because of my drinking. | Y N |
| 9. I have felt badly about myself because of my drinking. | Y N |
| 10. I have driven a car when I knew I had too much to drink to drive safely. | |
| 11. I often have ended up drinking on nights when I had planned not to drink. | Y N |
| 12. I have passed out from drinking. | Y N |
| 13. My physical appearance has been harmed by my drinking. | Y N |
| 14. I have woken up in an unexpected place after heavy drinking. | Y N |
| 15. I have found that I needed larger amounts of alcohol to feel any effect, or that I could no longer get high or drunk on the amount that used to get me high or drunk. | Y N |
| 16. When drinking, I have done impulsive things I regretted later. | Y N |

- | | |
|---|-----|
| 17. My drinking has created problems between myself and my boyfriend/girlfriend/
spouse, parents, or other near relatives. | Y N |
| 18. I've not been able to remember large stretches of time while drinking heavily. | Y N |
| 19. My drinking has gotten me into sexual situations I later regretted. | Y N |
| 20. I have become very rude, obnoxious, or insulting after drinking. | Y N |
| 21. I have had less energy or felt tired because of my drinking. | Y N |
| 22. I have felt like I needed a drink after I'd gotten up (that is, before breakfast). | Y N |
| 23. The quality of my work or school work has suffered because of my drinking. | Y N |
| 24. I have neglected my obligations to family, work, or school because of drinking. | Y N |