

College Students and Marijuana: It's High Time for the Truth

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THE TWO STATES

THAT LEGALIZED POT

**ARE GETTING TOGETHER
FOR A**

"SUPER BOWL"



Question

- So why does something that can cost the college student \$200 or more a month, risk legal problems, expulsion from school and possibly jeopardize their future, fight so hard and seem so angry when they are faced with quitting?



Objectives

Engaging the campus community to support intervention program.

How to use the program with minimal expense.

Specific interventions of the program to address student resistance.

How to identify and refer students for further counseling.

How to collect data to make it useful in assessing the program.

Current research on college substance intervention.



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WEED IS NOT A DRUG

IT'S A PLANT

**THEREFORE,
I'M NOT A DRUG DEALER, I'M A FLORIST**



SMOKE THIS EVERY DAY



IT TAKES THE STRESS AWAY

When I started

- Say no to drug era
- Cocaine was king
 - Miami Vice In-Marley Out.
- Binge Drinking at all time high
- Marijuana was \$50 ounce
- Marijuana potency was 2-3%
- Disease model for treatment



Now

- Still waging war on drugs
- Design for life
- Binge Drinking has decreased
- 200-300 and up for an ounce
- 5-6% potency
- CBT, MET, Harm Reduction



This is not the Summer of Love

- Refers to THC content
- 70's low grade -1-3%.
- Today-Mainly from Mexico, Columbia and domestic
- NIDA Sponsored Marijuana Potency Monitoring System.
- Law enforcement assists labs in testing various forms of seized marijuana
- Primarily between 4-6%
- 4,603 domestic samples.
- 379 tested over 15 percent THC
- 69 samples tested between 20 and 25 percent THC
- 4 samples tested over 25 percent THC



Marijuana Myths

Myth

- Prisons are full with possession charges.
- Gateway Drug
- Not addicting
- Amotivational Syndrome
- Causes psychosis

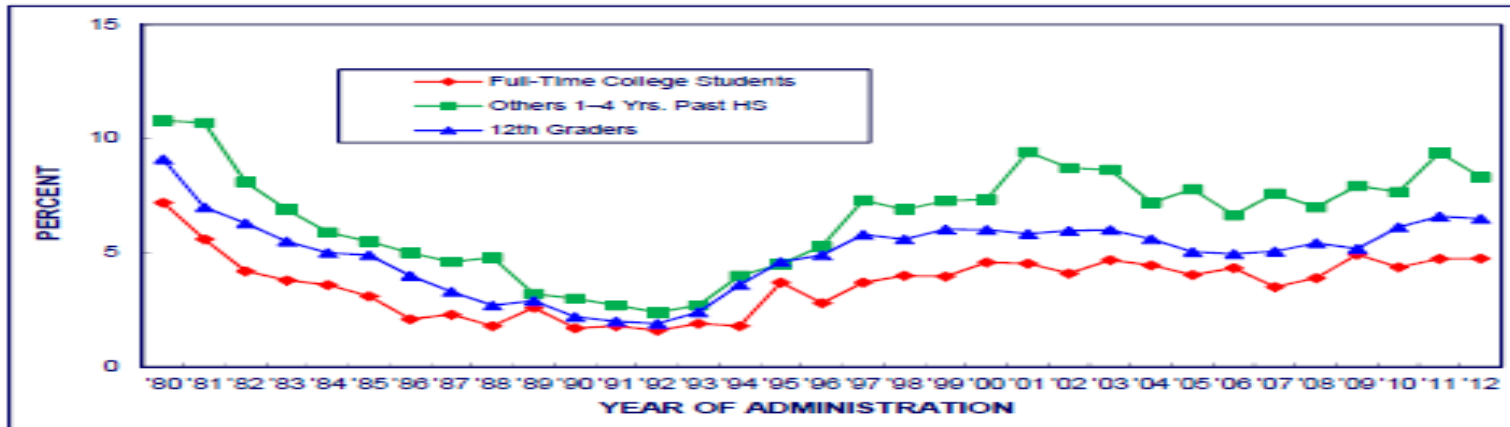
Truth

- Less than 1%, most dist.
- No indication this is true, more support for nicotine being a gateway drug.
- Yes, 9% show clinical dependence.
- No syndrome, not everyone has low motivation.
- Can increase the chance if predisposed

College Statistics

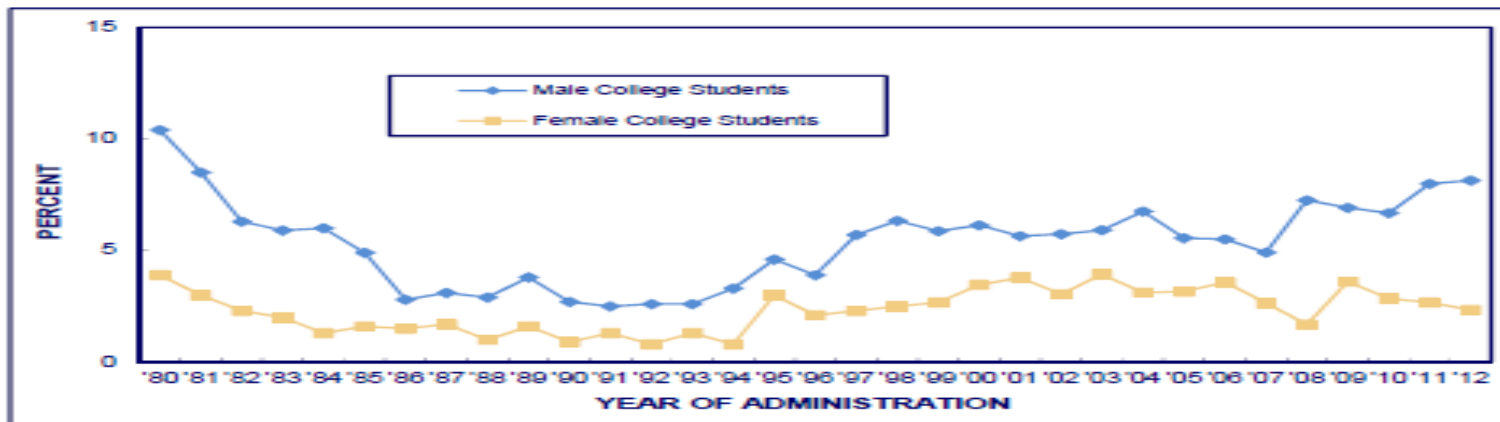
FIGURE 9-3b
MARIJUANA

Trends in 30-Day Prevalence of Daily Use among College Students vs. Others 1 to 4 Years beyond High School
(Twelfth graders included for comparison.)



MARIJUANA

Trends in 30-Day Prevalence of Daily Use among Male vs. Female College Students



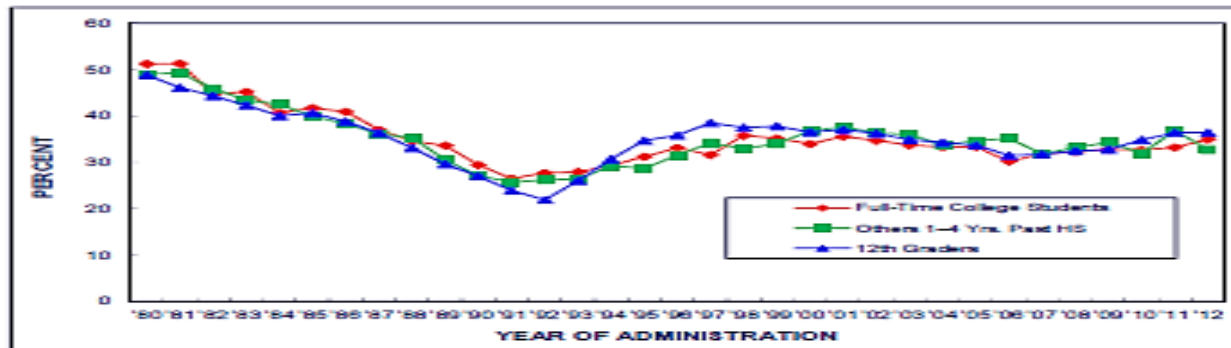
Source: The Monitoring the Future study, the University of Michigan.

Note: Others refers to high school graduates one to four years beyond high school not currently enrolled full-time in college.

College Stats

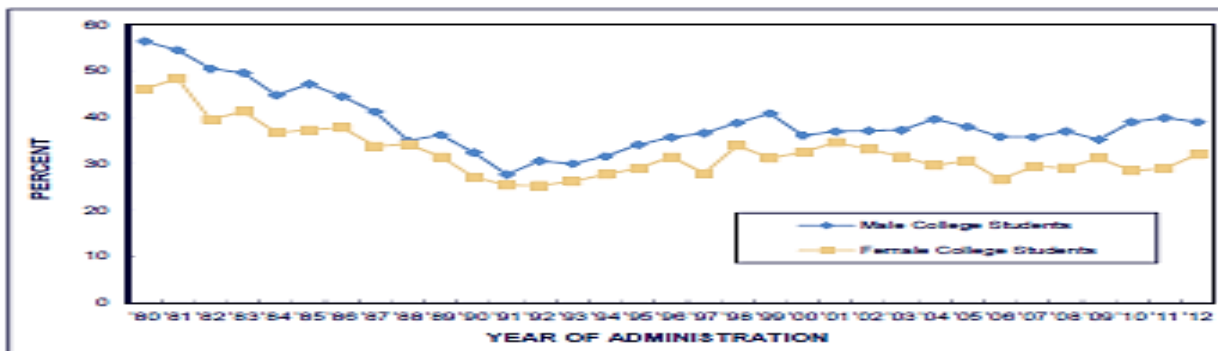
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MARIJUANA

Trends in Annual Prevalence among College Students vs. Others
1 to 4 Years beyond High School
(Twelfth graders included for comparison.)



MARIJUANA

Trends in Annual Prevalence
among Male vs. Female College Students



Source: The Monitoring the Future study, the University of Michigan.

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College and academics

- Skip more classes
- Spending less time studying
- Lower grades
- Higher drop out rate
- Higher unemployed after college



Ethnicity amongst College Women who smoke Marijuana

- Asian 20.0
- African American 18.7
- Hispanic 39.9
- Caucasian 38.2
- Other 32.4



Ethnicity amongst College Men who smoke Marijuana

- Asian 22.4
- African American 33.5
- Hispanic 45.6
- Caucasian 41.5
- Other 27.8



Why is it Illegal?

- Federal Controlled Substance Act of 1970
 - Marijuana is a Schedule 1 substance
 - 1) Schedule I. - (A) The drug or other substance has a high potential for abuse. (B) The drug or other substance has no currently accepted medical use in treatment in the United States. (C) There is a lack of accepted safety for use of the drug or other substance under medical supervision.



Double Standard

- 200,000 students last year lost their aid due to this Act for marijuana.
- 0 lost due to alcohol.



THC

- Delta-9-tetrahydrocannabinol (Delta-9-THC) is the primary psychoactive ingredient in marijuana.
- Discovered Hebrew University chemist Raphael Mechoulam in 1964.
- There is a Delta 8 compound, also provides psychoactive effects
- Delta 9 more abundant.
- Cannabinoids are found on leaves and stems.



Brain Chemical vs. THC

Brain's Chemical



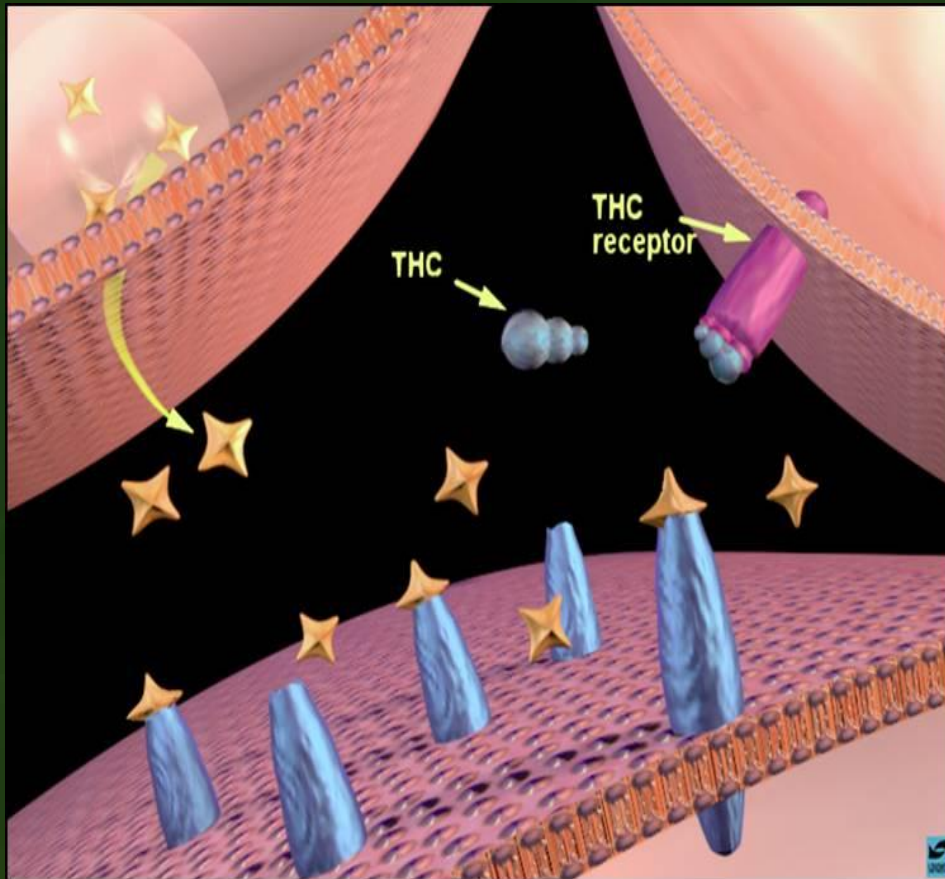
Anandamide

Drug



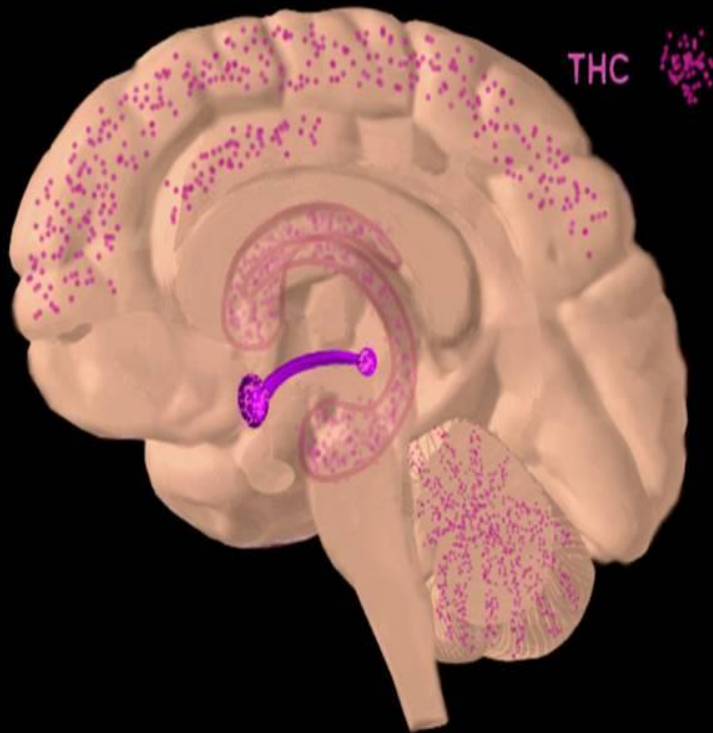
THC

Explaining Neurobiology



- THC finds brain cells, or neurons, with specific kinds of receptors called cannabinoid receptors. Then, it binds to these receptors.
- Increases dopamine
- When it attaches to a neuron, THC interferes with normal communication between neurons. Think of it as a disruption in the phone service, caused perhaps by too many users all at once. Let's say Neuron #1 needs to tell Neuron #2 to create a new memory. If THC is in the mix, this communication is likely to fail.
- Neuroadaptation

Neurobiology-Cont'd



- Middle part of brain, reward center-reinforces pleasure.
- Certain parts of the brain have high concentrations of cannabinoid receptors. These areas are: the hippocampus, the cerebellum, the basal ganglia, and the cerebral cortex.
- When THC finds its way into the cerebellum, it makes scoring a goal in soccer or hitting a home run pretty tough. THC also does a number on the basal ganglia, another part of the brain that's involved in movement control.

Neurobiology cont'd

- If I put something in my body that changes the way I feel in a positive, pleasure ablt way what do you think the brain is going to want?
- How does that challenge us?



Question

- So why does something that can cost the college student \$200 or more a month, risk legal problems, expulsion from school and possibly jeopardize their future, fight so hard and be angry when they are faced with quitting?



Because I'm adhering to, uh, a pretty strict drug regimen to keep my mind limber.



Campus Community

- What is the Policy of the University regarding substances?
- What is the criteria for referral?
- What is the goal of the intervention?
- Who to involve? Campus Police, City Police, Student Judicial Office, Housing, Athletics, Greek Life, Health Services, any office relevant to your goal.

Campus Community

- Who is going to monitor of the program?
- Are you charging a fee?
- Who will implement the intervention?
- KEY-The person running the intervention should not be responsible for anything punitive. That needs to be separate.
- Completion Criteria



Etoke

- Customized to Campus
- Individual pattern of marijuana use
- Risk patterns
- Aspirations and goals
- Helpful resources at your university and in your community



CRAWL

- 8 week group program
- Meets 1x week-1 hour
- Judicial Referred
- Fee-\$200
- Specific Criteria for referral



Etoke

- Goal Setting
- Can there be a goal other than abstinence?
- Can you reduce smoking marijuana to “safe” levels?
- Stages of Change
- <https://interwork.sdsu.edu/echeckup/usa/mj/coll/?id=EIU&hfs=true>



Psycho-education

- Psycho-education
 - Neurobiology
 - Alcohol Use, BAC, Protective Factors



Skills training

- How to turn down smoking
- Trigger identification, management
- Problem Solving



Family Dynamics

- Identifying family substance issues
- Identifying any family mental health issues
- Family Rules about Substance Use



Individual Feedback

- Meet 1 on 1 with students and review their progress, goals, etoke, etc...



Attitude is Everything!

- Be Yourself
- Be Honest-do not try and B.S. them
- Let them think it's their idea
- Not debate on legalization
- Do you know what your buying?
- Use Research and education. Let the data do your work.
- Use conflicting information
- Don't give too much "homework."

Program Results-Means

	Mean
Pair 1 Pre Days Using	8.3491
Post Days Using	2.3264
Pair 2 Pre Drinks	40.5769
Post Drinks	49.0000
Pair 3 Pre UTI Waking	27.1519
Post UTI Waking	4.3556
Pair 4 Pre Spent Pot	415.0849
Post Spent Pot	170.5755


- Reduction in
 - Days using
 - Hours UTI
 - \$ spent
- Increase in drinking

Other Data

- About 1% reoffend
 - Primarily alcohol
- 98% completion rate
- See slight increases in class attendance, hours spent studying, GPA?



Student Feedback

- Many students choose abstinence either short term or all together.
 - They are even taught new information
 - They actually like having the goal and group holds them accountable.
 - I have learned “responsible” use.
 - I like they let me decide for myself.
 - “good punishment” because I learned something while I was here.
 - Group helped me learn from others
- 

Future Data Ideas

- Demographic breakdown-gender, age, class yr., Greek vs. non Greek, athletes
- Longitudinal-GPA, use patterns after the program, graduation rates



Other Interventions

- Brief Counseling for Marijuana Dependence: A Manual for Treating Adults
 - SAMHSA
 - CBT
 - MET
 - Skills Training
 - Assessment



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