

Effects	Jim's alternative strategies
Get to sleep	Wake up on time
Courage	Ask a friend for an introduction
Accepted by others	Just be yourself, they will accept you
Feel relaxed	Enroll in yoga class
Forget, escape	Exercise, run after class
Talkative	Exercise, run after class (endorphins!)
Quench thirst	Drink water or nonalcoholic beverage
Relieve craving	Drink only one beer and then reevaluate

FIGURE 6.3. Sample alternative strategies.

[Circles "Effects" column.] *What I'm curious about is, supposing you decided not to drink on a particular evening. How would you still get these effects? I mean, let's say you're at a party. How would you loosen up if you chose not to drink?*

As we discussed in Chapter 5, strategies are discussed in the hypothetical. That is, students are asked to come up with a list of behaviors they might do, *if they chose not to drink*. Finish the activity by providing the student with a copy of "Strategies for Low-Risk Drinking" (Appendix M) and ask him or her to complete the sheet before the next session.

Values Cardsort (15–30 Minutes)

This exercise allows students to identify those life values that are most important to them and weigh these in relation to their current patterns of drinking. This activity is useful in longer interactions.

Begin this activity by explaining that people tend to hold a core set of values that guide their behaviors. Because everyone is unique, no two people are exactly alike in their priorities. Hand the student the deck of "values" cards (Miller & C'de Baca, 2001; the cards in Appendix H are formatted to be duplicated on preperforated business card paper) and explain that these 70 cards contain potentially important life values. Flip through and point out several of the values in the deck. Ask the student to select the 10 values that are most important to him or her and prioritize this top ten from most to least important.

COUNSELOR: I'd like to do a little exercise with you that most students seem to like. (*Hands students the deck of cards.*) On each of these cards is a potentially important life value—something that people find important. I'd like you to pick out the 10 values that are the most important to you. [*instruction*] (*Student sorts the cards.*) Now, I'd like you to put those ten in order from most important to least important. [*instruction*] (*Student sorts the cards.*)

Figure 6.4 shows what a resulting list might look like. After the student has finished sorting his or her top 10, the counselor asks the student to elaborate on the items.

- *I see that you put "family" in the first spot. Why is that?*
- *People sometimes mean different things when they use the word "genuineness." What do you mean by it? Give me an example . . .*
- *How does that affect the way you act?*

Next, help the student to weigh his or her values in relation to current drinking. One way to do this is to simply ask the student how drinking fits in with his or her values. Another way is to have the student physically sort the cards in relation to his or her current drinking. For this second option, draw three circles on a blank page, and label them "+" "0" and "-" (i.e., plus, zero, and minus). Ask the student to sort the values into the three piles based on how each value relates to his or her drinking (i.e., my drinking helps me to get, has no relation to, or hinders me from getting this value). When the student is finished sorting, ask him or her to elaborate on the placement of the cards. Reflect and affirm the student's responses, particularly those that indicate discrepancy or concern.

COUNSELOR: Okay, one more thing. I've drawn three circles on this page, a plus, zero, and minus. I want you to sort your list into these three piles based on whether your drinking helps you to get that value, is unrelated, or hinders you from getting it. *[instruction]*

STUDENT: My drinking now?

COUNSELOR: Your current drinking. *(Student sorts the cards.)* So how did you sort them? *[open-ended question]*

STUDENT: Well, most of them went into the minus pile. It was hard to know where to put "friends," so I just put it in the middle.

1. Family—to have a happy, loving family
2. Friends—to have close, supportive friends
3. Genuineness—to behave in a manner that is true to who I am
4. God's will—to seek and obey the will of God
5. Loved—to be loved by those close to me
6. Loving—to give love to others
7. Adventure—to have new and exciting experiences
8. Contribution—to make a contribution that will last after I am gone
9. Risk—to take risks and challenges
10. Humor—to see the humorous side of myself and the world

FIGURE 6.4. Sample prioritized values.

COUNSELOR: So it looks like for most things, your current drinking is not fitting in.
[reflection]

STUDENT: Yeah, especially the "family" thing. And the "God's will" thing.

COUNSELOR: Why is that? [open question]

Allow the student time to talk about the connection between values and drinking. As the exercise ends, summarize the student's responses and ask a summative question: "What do you make of all this?"

There are instances where students identify, either honestly or dishonestly, values that would seem to contradict moderate drinking. For instance, if a student's top values are adventure, popularity, sexuality, fun, and humor, it may be difficult to see how a reduction in drinking would help a student get *more* of these. On the contrary, some students drink heavily precisely because heavy drinking fits into their personal value system. In these instances, asking students to elaborate on the connection between values and drinking may actually reinforce the status quo. There are several natural stopping points in this exercise, and counselors will have to use their own judgment about when to wrap it up with a phrase like:

- Sometimes it's interesting to consider how drinking fits into your broader values.
- As your values change over the next 5 years, I hope you'll be able to take a new look at how drinking fits into your life.

Self-Monitoring Cards (10–20 Minutes, Two Visits)

Self-monitoring—keeping track of what, how much, and during what circumstances alcohol is consumed—is one way to raise awareness of drinking patterns. Some studies have asked students to keep track of their drinking as part of a counseling intervention (Baer et al., 1992; Larimer et al., 2001; Marlatt et al., 1998). Used in this way, a completed self-monitoring card provides information that may be useful to the counselor when providing advice or feedback. Other studies have used self-monitoring as the actual intervention (Garvin, Alcorn, & Faulkner, 1990; Nye, Agostinelli, & Smith, 1999). As we describe it below, self-monitoring involves at least two interactions—one to explain how to complete the cards and a subsequent one (or ones) to review the student's drinking diary. During the first interaction, ask the student to keep a daily diary of his or her drinking until the next meeting. Give the student several wallet-sized self-monitoring cards (Appendix I) and explain how to complete the cards. In the column "Date," write in the dates that the card will cover (e.g., each day of the week following the session).

Instruct the student to make one entry each day, filling in the spaces to indicate how much he or she drank, over what time of day, and where he or she was when drinking. Explain that you are not asking him or her to change anything—only to keep track of what is consumed. There are spaces on the card for different kinds of alcohol

APPENDIX H

Values Cards

BRIEF DESCRIPTION

The Values Cards contain a list of 70 potentially important life values. They are formatted (10 per page) to be copied onto cardstock or perforated business card paper.

TYPICAL APPLICATION

The Values Cards are used as part of an individual or group counseling session to help students identify deeply held values and weigh those in relation to their drinking. See Chapters 6 (p. 91) and 7 (p. 118).

ADMINISTRATIVE ISSUES

Time to administer: 10–20 minutes, with discussion
Time to score/interpret: n/a

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REFERENCES

- Miller, W. R., & C'de Baca, J. (1994). Quantum change: Toward a psychology of transformation. In T. F. Heatherton & J. L. Weinberger (Eds.), *Can personality change?* (1st ed., pp. 253–280). Washington, DC: American Psychological Association.
- Miller, W. R., & C'de Baca, J. (2001). *Quantum change: When epiphanies and sudden insights transform ordinary lives*. New York: Guilford Press.

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ACCEPTANCE to be accepted as I am	AUTHORITY to be in charge of others
ACCURACY to be correct in my opinions and actions	AUTONOMY to be self-determining and independent
ACHIEVEMENT to accomplish and achieve	BEAUTY to appreciate beauty around me
ADVENTURE to have new and exciting experiences	CARING to take care of others
ATTRACTIVENESS to be physically attractive	COMFORT to have a pleasant, enjoyable life

<p>COMMITMENT to make a long-lasting and deep commitment to another person</p>	<p>CREATIVITY to have new and original ideas</p>
<p>COMPASSION to feel and show concern for others</p>	<p>DEPENDABILITY to be reliable and trustworthy</p>
<p>COMPLEXITY to have a life full of variety and change</p>	<p>DUTY to carry out my duties and responsibilities</p>
<p>CONTRIBUTION to make a contribution that will last after I am gone</p>	<p>ECOLOGY to live in harmony with and protect the environment</p>
<p>COURTESY to be polite and considerate to others</p>	<p>FAME to be known and recognized</p>

<p style="text-align: center;">FAMILY to have a happy, loving family</p>	<p style="text-align: center;">GENEROSITY to give what I have to others</p>
<p style="text-align: center;">FLEXIBILITY to adjust to new or unusual situations easily</p>	<p style="text-align: center;">GENUINENESS to behave in a manner that is true to who I am</p>
<p style="text-align: center;">FORGIVENESS to be forgiving of others</p>	<p style="text-align: center;">GOD'S WILL to seek and obey the will of God</p>
<p style="text-align: center;">FRIENDS to have close, supportive friends</p>	<p style="text-align: center;">GROWTH to keep changing and growing</p>
<p style="text-align: center;">FUN to play and have fun</p>	<p style="text-align: center;">HEALTH to be physically well and healthy</p>

<p>HELPFULNESS to be helpful to others</p>	<p>INDUSTRY to work hard and well at my life tasks</p>
<p>HONESTY to be truthful and genuine</p>	<p>INNER PEACE to experience personal peace</p>
<p>HUMILITY to be modest and unassuming</p>	<p>INTIMACY to share my innermost experience with others</p>
<p>HUMOR to see the humorous side of myself and the world</p>	<p>JUSTICE to promote equal and fair treatment for all</p>
<p>INDEPENDENCE to be free from dependence on others</p>	<p>KNOWLEDGE to learn and possess valuable knowledge</p>

<p>LEISURE to take time to relax and enjoy</p>	<p>MODERATION to avoid excesses and find a middle ground</p>
<p>LOGIC to live rationally and sensibly</p>	<p>MONOGAMY to have one close, loving relationship</p>
<p>LOVED to be loved by those close to me</p>	<p>ORDERLINESS to have a life that is well-ordered and organized</p>
<p>LOVING to give love to others</p>	<p>PLEASURE to have experiences that feel good</p>
<p>MASTERY to be competent in my everyday activities</p>	<p>POPULARITY to be well-liked by many people</p>

<p>POWER to have control over others</p>	<p>ROMANCE to have intense, exciting love in my life</p>
<p>PURPOSE to have meaning and direction in my life</p>	<p>SAFETY to be safe and secure</p>
<p>REALISM to see and act realistically and practically</p>	<p>SELF-ACCEPTANCE to like myself as I am</p>
<p>RESPONSIBILITY to make and carry out important decisions</p>	<p>SELF-CONTROL to be self-disciplined and govern my own activities</p>
<p>RISK to take risks and chances</p>	<p>SELF-ESTEEM to feel positive about myself</p>

<p>SELF-KNOWLEDGE to have a deep, honest understanding of myself</p>	<p>STABILITY to have a life that stays fairly consistent</p>
<p>SERVICE to be of service to others</p>	<p>STRENGTH to be physically strong</p>
<p>SEXUALITY to have an active and satisfying sex life</p>	<p>TOLERANCE to accept and respect those different from me</p>
<p>SIMPLICITY to live life simply, with minimal needs</p>	<p>VIRTUE to live a morally pure and excellent life</p>
<p>SPIRITUALITY to grow spiritually</p>	<p>WEALTH to have plenty of money</p>