

## Space from Alcohol

The Space from Alcohol programme has been designed to be a brief Intervention to help users identify a real or potential alcohol problem and motivate an individual to take appropriate action. The programme is aimed at adults engaging in excessive, risky or harmful alcohol consumption at a precontemplation/contemplation stage of change. It is not designed for heavy and long-term problematic consumption.

The Space from Alcohol programme draws from the evidence base in applying principles from Motivational Enhancement Therapy (MET), which is a brief intervention that consists of 6 basic steps summarised in what is called the FRAMES model (Miller et al., 1994):

- Feedback: Give feedback on the risks and negative consequences of substance use.
- Responsibility: Emphasize that the individual is responsible for making his or her own decision about his/her drug use.
- Advice: Give straightforward advice on modifying drug use.
- Menu of options: Give menus of options to choose from, fostering the client's involvement in decision-making.
- Empathy: Be empathic, respectful, and non-judgmental.
- Self-efficacy: Express optimism that the individual can modify his or her substance use if they choose. Self-efficacy is one's ability to produce a desired result or effect.

It also includes components of Cognitive Behavioural Therapy (CBT) and applies the Prochaska and DiClemente (1986) model of change to guide the target of the intervention to its intended population. Given the assumption that users of the program will be users in the pre-contemplation and contemplation phase the programme aims to support them by facilitating them to look at their relationship with alcohol and provide factual information. It then assumes that if individuals are progressing through the content they may be moving toward contemplating or taking action. The programme accordingly supports individuals as they decide what the best course of action is for them.

The programme is accessible 24/7, allowing users to access the programme at a time that suits them and in the comfort of their own home.

# Table of Contents

|                    | Goals  | Objectives   | Content  |
|--------------------|--|--|--|
| Alcohol and You    | <ul style="list-style-type: none"> <li>• Raise awareness of potentially problematic alcohol use</li> <li>• Educate about safe/unsafe levels of alcohol consumption</li> </ul>  | <ul style="list-style-type: none"> <li>• Users to assess own level of use</li> <li>• Users learn about safe and unsafe/problematic levels of alcohol use</li> <li>• Users are facilitated to consider whether their consumption levels may be considered problematic in light of own assessment and guidelines</li> <li>• Users learn about negative impacts alcohol abuse can have</li> </ul>   | <ul style="list-style-type: none"> <li>• Quiz: Myths and facts about alcohol</li> <li>• Psychoeducation: Alcohol units, when does alcohol become a problem</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>• My drink diary</li> <li>• Is alcohol an issue for me?</li> <li>• Staying in the present exercise</li> </ul>   |
| Considering Change | <ul style="list-style-type: none"> <li>• Increase awareness of own relationship with alcohol to enable users to decide as to whether any changes are needed</li> <li>• Empower users to make own decision regarding their alcohol consumption</li> </ul> | <ul style="list-style-type: none"> <li>• Facilitate users to reflect on the function/patterns of one's alcohol consumption</li> <li>• Facilitate users to weigh up the pros and cons of their current alcohol use</li> <li>• Users are facilitated to make their own decision regarding their alcohol use and whether they need to/want to make any changes</li> <li>• Users are presented with available options for making changes to one's relationship with alcohol</li> </ul> | <ul style="list-style-type: none"> <li>• Quiz: alcohol effects and risks quiz</li> <li>• Psychoeducation: individual only can decide and make changes happen, types and functions of drinking, options and benefits of cutting down or taking a break from alcohol</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>• What type of drinker am I?</li> <li>• Pros and cons of my drinking</li> <li>• Staying in the present</li> </ul> |
| Reducing Harm      | <ul style="list-style-type: none"> <li>• Increase awareness of harm associated with alcohol misuse</li> <li>• Introduce harm reduction strategies</li> <li>• Empower user to identify own risk and harm reduction strategies</li> </ul>                  | <ul style="list-style-type: none"> <li>• Users are presented with the physical and psychological effects of alcohol</li> <li>• Users learn about the harm it can cause to physical and mental health as well as its social impact</li> <li>• Users are presented with various harm reduction strategies</li> <li>• Users are facilitated to identify their own harm reduction strategies</li> </ul>  | <ul style="list-style-type: none"> <li>• Quiz: impact of alcohol myths &amp; facts</li> <li>• Psychoeducation: the impact alcohol has on body, mind as well as social sphere, both short and long-term</li> <li>• Harm reduction</li> </ul> <p>Tools:</p> <ul style="list-style-type: none"> <li>• Is alcohol an issue for me?</li> <li>• My harm reduction strategies</li> <li>• Staying in the present</li> </ul>                                  |

## Goals

- Increase awareness of triggers and of high-risk situations and develop a plan for alternative responses
- Increase sense of ownership over decision and responsibility to facilitate and support move into action
- Facilitate users to identify own triggers and coping resources

## Objectives

- Users are educated about triggers and high-risk situations and how they form
- Users are facilitated to identify and recognise their triggers and high-risk situations
- Users are educated about strategies for coping with triggers and high-risk situations
- Users are introduced to the concept of SIDs – Seemingly Irrelevant Decisions
- Users are encouraged to make their own decision based on their own assessment of their current situation
- Users are facilitated to create a plan of action to achieve their self-identified goals for change

## Content

- Quiz: triggers and high-risk situations quiz
- Psychoeducation: Triggers and high-risk situations, coping with triggers and high-risk situations triggers; Seemingly Irrelevant Decisions (SIDs)

### Tools:

- My Triggers and high-risk situations
- My Plan (coping with high risk situations)
- Staying in the present exercise

### Triggers and High-risk Situations

- Increase awareness of process of change, differences between lapses and relapses
- Remind users of own motivation for change
- Support users in setting own goals for change
- Increase awareness of supports

- Users are facilitated to learn about non-linear nature of change, lapses and relapses
- Users are facilitated to remind themselves of their reasons for wanting to make changes to their relationship with alcohol
- Users are encouraged to identify supports in their network
- Users are introduced to SMART goals as a tool to help them focus their effort in making any changes they may want to make

- Psychoeducation: process of change, lapses and relapses, SMART goals

### Tools:

- My Support Network
- Setting SMART goals
- Staying in the present exercise

### Moving Forward