

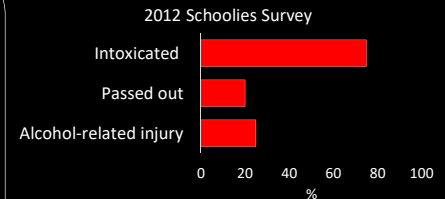
IMPACT OF BRIEF PSYCHOEDUCATIONAL INTERVENTIONS FOR REDUCING ALCOHOL USE AND RELATED HARM IN SCHOOL LEAVERS

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BACKGROUND

- High school graduation and university entry is marked by ritualised partying (ie *Schoolies* and *O-week*) involving excessive alcohol and drug use, and other risk-taking behaviours
- Binge drinking increases the risk of injury, accidents, sexual assault, and violence
- Limited longitudinal research has followed adolescents beyond high school to examine the impact of these post-school events
- Few evaluations exist of interventions for young people during high risk periods



AIM: To examine the impact of brief school-based psychoeducation interventions on young people's substance use, wellbeing, and psychological distress during the transition period beyond high school

METHODOLOGY

334 (53% Female, M_{age} = 17.14) graduating students from five Queensland high schools received either:

Standard Red Frogs Seminar (SRS)



1hr intervention on safe partying behaviours, which included tips on staying safe, alcohol harm reduction strategies, and psychoeducation on mental health and wellbeing

Revised Red Frogs Seminar (RRS)



Differed to the SRS by (1) the use of social cognitive principles to enhance self-efficacy and personal boundaries, (2) the trivia format of the substance use and mental health psychoeducation, and (3) the introduction of the "Ray's Night Out" mobile app to improve alcohol-related knowledge

Standard Health Curriculum (Control)

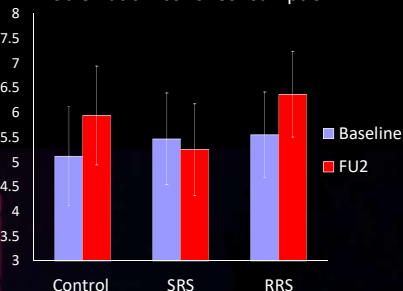


The standard school-based health curriculum, and a wallet-sized information card about the Red Frogs organisation and the Red Frogs service mobile app

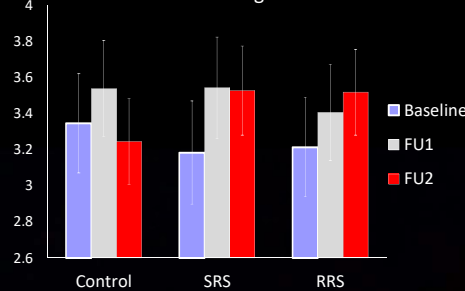
Surveys were at Baseline, 2 weeks (FU1; immediately after Schoolies), and 4 months (FU2; immediately after O-week) and measured problematic alcohol consumption, wellbeing, and psychological distress

RESULTS

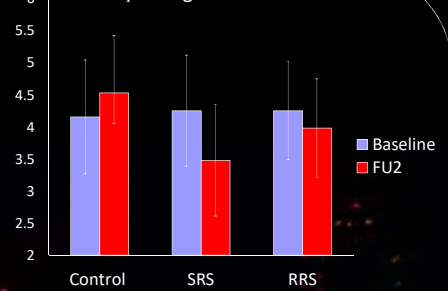
Problematic Alcohol Consumption



Wellbeing



Psychological Distress



- Frequency and quantity of alcohol consumption increased over time, particularly for those who attended Schoolies
- Time x Group interactions found for problematic alcohol consumption and wellbeing
 - Problematic drinking increased for the RRS and Control groups, but remained stable for the SRS group
 - Wellbeing increased for the SRS and RRS groups, but decreased for the Control group from Baseline to FU2
- Main effect of Time on psychological distress
 - Psychological distress decreased for all groups from Baseline to FU1 and remained stable at FU2

CONCLUSION: Brief school-based psychoeducational interventions can improve wellbeing, health-related outcomes, and possibly reduce problematic drinking in high risk environments