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To Whom May Concern:

For my research class I was to pick a topic and use Booth Library to garner the resources for my paper. Using EBSCO I was able to use fourteen different refereed journal articles to complete my paper and conduct my study. Without the use of Booth Library this would not have been possible. I chose drinking games as my topic as this is a major issue among college campuses. This project was my pilot study and from this I was able to conduct a fuiiiRB approved study and presented at a national conference in Boston, Massachusetts this year.

Thank you,

Emily Schumacher
DRINKING GAMES AMONG COLLEGE STUDENTS

by

Emily Schumacher

B.S., Eastern Illinois University, May 2012

A Research Paper
Submitted in Partial Fulfillment of the Requirements for the
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AN ABSTRACT OF THE RESEARCH PAPER OF

Emily Schumacher, for the Bachelor of Science degree in Health Studies

TITLE: DRINKING GAMES AMONG COLLEGE STUDENTS

PROFESSOR: Dr. M. Rhoads

The purpose of this study was to explore, analyze, and compare the attitudes, behaviors, consequences, and reasons for participation in drinking games among college students. An 11-item questionnaire was created and used to survey respondents. Face and content validity were established by using an expert panel. The survey included demographic, behavioral, and attitudinal information and consisted of yes or no, multiple choice, and ranking questions. The data was analyzed through descriptive statistics using SPSS. Data was reported by frequencies and percentages. Descriptive studies allowed the researcher to gain a better understanding of the attitudes and behaviors of college students participating in drinking games. The main conclusion of this study was that college students play drinking games to socialize, meet new people, to get drunk, and to relieve anxiety when socializing. Overall, the study indicated that drinking games are a major area of concern because, of the sample, 92.9% reported participation in drinking games, with only 7.1% having never played.
CHAPTER 1
INTRODUCTION

Drinking games are increasing in prevalence in the college drinking culture and have changed the way in which students consume alcoholic beverages in social settings. Most drinking games are structured to intoxicate the players in the shortest amount of time (Cameron, Heidelberg, Simmons, Lyle, Mitra-Varma, & Correia, 2010). Playing drinking games has created a new type of binge drinking that is competitive, fun, and extremely dangerous. Due to the context of college, students are most susceptible to participation in drinking games because of the opportunities and social pressures to play (Pedersen & LaBrie, 2008). There are many negative consequences and health ramifications that are a result of drinking game participation, such as hangovers, alcohol poisoning, vomiting, injury, violence, unwanted sexual experiences, embarrassment, poor academic or work performance, automobile accidents, and more (Usdan, Martin, Mays, Cremeens, Weitzel, & Bernhardt, 2008).

Many problems can arise from the increasing popularity of drinking games, and there is not a large amount of research on the influence and effects of context-specific behaviors, such as drinking games, on college students (Pedersen & LaBrie, 2008). However, recently, drinking game behavior is receiving more attention in research literature (Ham, Zamboanga, Olthuis, Casner, & Bui, 2010). By analyzing the findings and statistics from recent studies and by developing a better understanding for the underlying reasons for playing drinking games, prevention and awareness strategies can be developed in order to improve the health and safety of those involved in the drinking environment of college campuses.
Statement of the Problem

Drinking game participation among college students is an extremely risky behavior that is often overlooked. Ninety-one percent of alcohol consumed by college students is in the form of binge drinking, and drinking games frequently cause or result in binge drinking (Zamboanga, Calvert, O'Riordan, & McCollum, 2007). In addition, there are several motives for playing drinking games, which include “competition and thrills, fun and celebration, social lubrication, sexual manipulation, coping, and boredom” (Zamboanga, et al., 2007, p. 29). The vast amount of different types of drinking games can also lure students into playing them. Games that challenge motor and verbal skills, gambling, media, team, and consumption games present students with several choices, depending on their skills or preferences (Durkin, 2008). With a wide variety for reasons for participation in drinking games and the many different types, the attractiveness of drinking games is evident.

One study of drinking game participation among college students found that out of 151 undergraduate students who indicated that they currently drink, 50% participated in drinking games at least once per month (Durkin, 2008). The consequences of binge drinking as a result of drinking games can be devastating. For two and four-year colleges, the number of unintentional alcohol-related deaths or injury for eighteen to twenty-four year-olds is approximately more than 1,400 per year (Durkin, 2008). Also, approximately 50% of sexual assaults on college campuses are associated with higher level of alcohol use by the victim and the perpetrator (Cameron, et al., 2010). Students who report a “high frequency and quantity of typical alcohol consumption tend to report a high frequency of drinking game participation” and consume large amounts of alcohol while playing (Cameron, et al., 2010, p. 499-500). The prevalence and increasing popularity of drinking game participation among college students needs to be assessed and researched in order
to provide preventive measures and alternatives to keep students safe from the dangers of high-risk drinking.

**Purpose of the Study**

The purpose of this study was to explore, analyze, and compare the attitudes, behaviors, consequences, and reasons for participation in drinking games (DGs) among college students. Descriptive statistics were used to analyze the responses to the Drinking Games Survey designed by the researcher.

**Research Questions**

There were two research questions for this study:

1. Why are college students drawn to drinking game participation?
2. Do the alcohol-related consequences of drinking games hinder college students’ participation in drinking games?

**Sample**

From the 30 participants, only 28 surveys were usable. The convenience sample included 78.6% (N=22) females and 21.4% (N=6) males. Of the responders 21.4% (N=6) were 18-20 years of age, 67.8% (N=19) were 21-23, and 10.7% (N=3) were 24-26.

**Data Collection**

The data was obtained using a convenience sample in a two-week time frame during the Spring 2011 semester at a Midwestern university located in central Illinois. The responders were between the ages of 18 and 26 years old. Consent was obtained from participants using a signed consent form. The consent forms will remain in the researcher’s office for five years. At the end of the data collection, the data was coded into SPSS. Surveys were given to respondents face-to-face by the researcher around the college’s campus.
Research Design/Instrumentation

An 11-item survey was used. Face and content validity were established by using an expert panel. The survey included demographic, behavioral, and attitudinal information and consisted of yes or no, multiple choice, and ranking questions.

Data Analysis

The data was analyzed through descriptive statistics using SPSS. Data was reported by frequencies and percentages. Descriptive studies allowed the researcher to gain a better understanding of the attitudes and behaviors of college students participating in drinking games.

Limitations

There were several limitations to the study. One major limitation was the amount of time allotted to gather data. The researcher was only given two weeks to collect data. Also, the sample population was small (N=28) and may have not been completely representative of the entire college population. Another limitation was that the class was only one semester, which hindered the amount of time to collect data and the amount of participants the researcher was able to survey. Lastly, the percentage of females that were surveyed (78.6%) was significantly higher than the amount of males surveyed (21.4%), which may have affected the results of the study.
Definition of Terms

For the purpose of this literature review, the terms referred to in this study are operationally defined as follows:

Alcohol Outcome Expectancies (AOE): “Positive expectations about the effects of alcohol use such as tension reduction, enhanced sociability, and increased liquid courage can give rise to elevated use” (Ham, Zamboanga, Olthuis, Casner, & Bui, 2010).

Alcohol Poisoning: “Occurs when a person consumes an excessive amount of alcohol. Alcohol can depress or stop nerve signals that control breathing and the gag reflex that prevents choking. Symptoms include vomiting, an unconscious person could choke and suffocate from vomiting, confusion, passing out, coma, or inability to awaken the person, seizures, slow breathing-fewer than 8 breaths per minute, irregular breathing-10 seconds or more between breaths, or low body temperature (hypothermia), bluish skin, and paleness” (Curtis, 2010).

Anxiety: “An abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it” (Merriam-Webster Online Dictionary, 2010).

Beer Pong: “Involves playing ping-pong (with or without a paddle) with cups of beer on the table. When a ball hits a cup (or goes in), the player must drink the contents of the cup. As cups are emptied, they are removed from the table- the first team to have all its cups removed loses the game” (Borsari, 2004).

Blackout: Not remembering what one did while drinking (WebMD, 2010).

Blood-Alcohol Concentration: The amount of alcohol in the blood because alcohol is absorbed directly through the walls of the stomach, goes into the bloodstream, and travels throughout your body and to your brain. This allows blood alcohol levels to increase quickly (WebMD, 2008).

Blood-Alcohol Level: See Blood-Alcohol Concentration.

Competition: “To strive consciously or unconsciously for an objective (as position, profit, or a prize) : be in a state of rivalry” (Merriam-Webster Online Dictionary, 2010).

Drink: “12 ounces of beer (8 ounces of Canadian beer, malt liquor, or ice beers, or 10 ounces of microbrew), 10 ounces of wine cooler, 4 ounces of wine, or 1 cocktail with 1 ounce of 100-proof liquor or 1.25 ounces of 80-proof liquor” (Grossbard, Geisner, Neighbors, Kilmer, & Larimer, 2007).

Drunk: “Having a level of alcohol in the blood that exceeds a maximum prescribed by law” (Merriam-Webster Online Dictionary, 2010).
Drinking Games

Excessive “Exceptional in amount, quality, or degree for what is usual, proper, necessary, or normal” (Merriam-Webster Online Dictionary, 2010).

Expectancy Theory: See Alcohol Outcome Expectancies.

Hangover “The body’s reaction to being poisoned with too much alcohol. Heavy drinking rocks the central nervous system. It tinkers with brain chemicals -- leading to headache, dizziness, and nausea -- and sends you running to the bathroom so often you become dehydrated. The morning-after price of this imbalance can include a pounding headache, fatigue, cotton mouth, queasy stomach – and a weakened immune system” (WebMD, 2008).

Heavy Drinker: “Students who were classified as having more than five drinks at a time at least once a week” (Sharmer, 2005).

Incoherent: “Lacking normal clarity or intelligibility in speech or thought” (Merriam-Webster Online Dictionary, 2010).

Inebriation: “The condition of being drunk” (Merriam-Webster Online Dictionary, 2010).

Inhibition: “A mental process imposing restraint upon behavior or another mental process (as a desire)” (Merriam-Webster Online Dictionary, 2010).

Intoxication: See Inebriation.

Liquid Courage: Courage gained from intoxication by alcohol (Ham, Zamboanga, Olthuis, Casner, & Bui, 2010).

Minor: “Alcohol use by persons under age 21 years” (CDC, 2010).

Perpetrator: “To produce, perform, or execute (something likened to a crime)” (Merriam-Webster Online Dictionary, 2010).

Reversal of Competence: “Alcohol intake and impairment affect a participant’s ability to follow the rules and verbal or motor tasks that make up the game, which in turn leads to additional alcohol consumption, greater levels of impairment, and difficulties self-regulating alcohol intake” (Cameron, Heidelberg, Simmons, Lyle, Mitra-Varma, & Correia, 2010).

Sexual Assault: “Illegal sexual contact that usually involves force upon a person without consent or is inflicted upon a person who is incapable of giving consent (as because of age or physical or mental incapacity) or who places the assailant (as a doctor) in a position of trust or authority” (Merriam-Webster Online Dictionary, 2010).

Sexual Manipulation: To control sexually or play upon sexually by artful, unfair, or insidious means especially to one’s own advantage (Merriam-Webster Online Dictionary, 2010).
Sexual Victimization: Subjection to oppression, hardship, or mistreatment in a sexual manner” (Merriam-Webster Online Dictionary, 2010).

Sexually Transmitted Disease (STD): “Any of the various diseases or infections that are usually transmitted by direct sexual contact and that include some (as hepatitis B and AIDS) that may be contracted by other than sexual means” (Merriam-Webster Online Dictionary, 2010).

Social Lubrication: Using alcohol to lessen or prevent difficulties socializing (Ham, Zamboanga, Olthuis, Casner, & Bui, 2010).

Underage Drinking: See Minor.
CHAPTER 2
LITERATURE REVIEW

The increase in drinking game participation, in addition to the variety of drinking games (DGs), frequency of play, and the availability for finding new types of DGs, is becoming a major health concern across college campuses (Cameron, Heidelberg, Simmons, Lyle, Mitra-Varma, & Correia, 2010). While there is not a large amount of research on drinking games, the riskiness of drinking game participation is receiving more attention in recent literature (Ham, Zamboanga, Olthuis, Casner, & Bui, 2010). This literature review includes the relationship between binge drinking and drinking game participation, reasons for participating in DGs, factors that influence participation, the alcohol-related problems that are a result of playing DGs, and prevention and awareness measures that can be taken by health professionals and college administrators. Understanding the concept of drinking games, the motives behind DG participation, and the effects of high-risk alcohol consumption are important areas within the drinking game context that need to be investigated and evaluated (Sharmer, 2005).

Definition of Drinking Games

Drinking games can be defined as "game[s] in which drinking alcohol is part of the known rules, with a goal of avoiding drinking, drinking a lot, or forcing others to drink a lot" (Pedersen & LaBrie, 2008, p. 407). The rules and organization of drinking games are developed to determine frequency and quantity of alcohol consumed, which often include the intention of consuming high amounts of alcohol (Simons, Klichine, Lantz, Ascolese, Deihl, Schatz, & Wright, 2005; Cameron, et al., 2010). The rules for a particular drinking game can be easy or complicated, and, generally, the main objective is to drink excessive amounts of alcohol in a short amount of time (Sharmer, 2005). Since the primary goal of drinking games is to become intoxicated quickly, there is an obvious association between an increase in quantity and
frequency of consumption and alcohol-related problems (Ham et al., 2010). Furthermore, there are several different types of drinking games, which is important to note because not all DGs pose the same extent of health risks for those who participate (Zamboanga, Calvert, O’Riordan, & McCollum, 2007). There are six main categories in which drinking games can be classified. These six categories include: motor skills, verbal skills, gambling games, media games, team games, (Borsari, 2004) and endurance games (Zamboanga, et al., 2007).

**Types of Drinking Games**

*Motor Skills*

In these games, participants are to use fine or gross motor skills in order to perform a specific task within the rules of the game (Borsari, 2004). Failure to complete the task acceptably or faster than another participant results in having to drink an assigned or predetermined amount (Borsari, 2004). For instance, in the drinking game, “Quarters,” players must bounce a quarter into a shot glass or other type of container. If the player fails to bounce the quarter into the container at the appropriate time or within the pace of the game, the player must drink (Borsari, 2004).

*Verbal Skills*

Verbal skill types of drinking games require participants to repeat or create challenging phrases or words, and, as the players consume more alcohol, the phrases become more difficult, resulting in even more drinks (Borsari, 2004). One example includes creating a sentence or story. The first player starts the sentence with whichever word he or she would like. The second player must repeat the first player’s word and then add onto the sentence with another word. This continues until a player fails to repeat the sentence exactly. Again, the losers are required to drink.
Team Games

Team games involve teams of two or more individuals competing against another team of two or more players. “Beer Pong” is a team game that is increasing in popularity on college campuses (Borsari, 2004). There are several different variations of “Beer Pong,” and a variety of the governing rules can be found on hundreds of websites. In fact, one can even buy “official” beer pong equipment, and there are many “Beer Pong” tournaments held in bars, which entice students to participate for cash prizes (Borsari, 2004).

Gambling Games

As with any other type of gambling game, alcohol-related gambling games use the same structure. Dice or cards are used, and the stakes, which in this case involve the amount of drinks one has to give or take, rely on chance (Borsari, 2004). The losers of the game are required to drink a certain amount that is decided before the game begins, such as one chug of a beer or one shot. Due to chance being a huge part of the game, it can be difficult for players to avoid intoxication (Borsari, 2004).

Media Games

Media games require the players to drink at a certain cue or line from a movie, song, or other means of media (Borsari, 2004). These types of drinking games may not seem dangerous but can result in heavy drinking. Borsari provides an example involving an AC/DC song. In “Have a Drink on Me,” every time the phrase “have a drink on me” is repeated in the song, a player must drink (Borsari, 2004, p. 33). This phrase is used twenty times within the four minute song. Obviously, this type of drinking game also promotes excessive drinking in a relatively short amount of time.
Endurance Games

In these types of drinking games, there is not very much strategy involved because the main purpose is “to drink as much possible in the shortest amount of time” (Borsari, 2004, p. 34). Endurance, or consumption, games do not require a large amount of thinking or skilled movement like the other games presented (Zamboanga, et al., 2007). Instead, these DGs facilitate a high consumption of alcohol by continuously drinking in a short or prolonged duration. One specific example includes the game “Power Hour.” Again, there are several variations of the game but the main idea is to drink a predetermined amount of alcohol for every minute of one hour (Zamboanga, et al., 2007). Students have even mixed music CDs so that after every minute passes, a new song changes, therefore students know when to take another drink of beer or shot of hard liquor. Obviously, this high rate of consumption has potential problems.

Drinking games can vary significantly in their “contextual (e.g., popularity, competitiveness) and behavioral (e.g., type of beverage consumed while playing games, intoxication level) structure” (Zamboanga, et al., 2007, p.28). Due to these contextual and behavioral structure differences, in order to reduce the problems associated with drinking game participation, research must examine motives for playing specific types of DGs. In one study, in the types of games recently played by students, team games encompassed 86%, skills games involved 75%, and endurance games were played by 25% of the research participants (Cameron, et al., 2010). The health risks for those playing endurance games compared to those participating in skills games is an area that needs to be more fully examined.

Currently, it is uncertain whether playing drinking games increases health risks due to an elevated consumption of alcohol or because there is a unique relationship between drinking game participation and alcohol-related problems that is separate from the consumption of alcohol.
(Cameron, et al., 2010). Simply playing drinking games may not necessarily lead to negative consequences (Borsari, 2004). However, there are alcohol-related problems that result from the relationship between binge drinking and drinking game participation (Borsari, 2004).

**Binge Drinking and Drinking Game Participation**

Binge drinking is defined as having five or more drinks in a row for men and four or more drinks in a row for women (Durkin, 2008; Cameron, et al., 2010; Sharmer, 2005). The percentage of college students who drink alcohol in the form of binge drinking is 91% (Zamboanga, et al., 2007), and the drinking game context facilitates heavy drinking that is problematic (Simons, et al., 2005). Students may be attracted to drinking games because they offer a more exciting and interactive environment in which to binge drink and get drunk. Among heavy drinking college students, 94% reported participation in drinking games within the past year (Borsari, Bergen-Cico, & Carey, 2003). High levels of intoxication and impairment and a decreased ability to self-regulate alcohol consumption during DG participation are a result of a “reversal of competence” (Cameron, et al., 2010, p. 499).

This reversal of competence can cause players to consume even more alcohol than intended (Borsari, 2004). One study found that during drinking games, 39% of respondents reported having five to six drinks and 16% reported consuming seven or more drinks (Durkin, 2008). When students are binge drinking and consuming more alcohol then intended, alcohol-related problems are a serious concern on college campuses. In another study, a high correlation was found between frequency of DG participation and getting drunk, in addition to incidences of alcohol-related problems (Borsari, et al., 2003). Alarmingly, many drinking game players perceive getting drunk as fast as possible as an advantage of DG participation, instead of a negative consequence (Borsari, et al., 2003). One qualitative study mentioned a male who had
taken approximately twelve to thirteen shots within 30 minutes during a drinking game (Usdan, Martin, Mays, Cremeens, Weitzel, & Bernhardt, 2008). With attitudes that encourage or promote high rates of consumption and severe intoxication, it is important to analyze the primary reasons for participation in drinking games.

Participation in Drinking Games

Since college students report that the main objective of drinking game participation is “to consume a large amount of alcohol in a short period of time,” (Sharmer, 2005) it is beneficial and essential to understand the reasons for playing drinking games. The four main reasons for participation in drinking games include intoxicating oneself, to intoxicate others, to meet new people, and competitive factors (Borsari, 2004). Getting drunk is one of the leading reasons college students choose to participate in drinking games, and DGs are especially appealing to college students because they facilitate socialization and unity with peers (Grossbard, Geisner, Neighbors, Kilmer, & Larimer, 2007). Other more specific motives for DG participation include fun and celebration, new to a group or crowd, sexual manipulation, boredom, coping, conformity, social lubrication, and competition and thrills (Zamboanga, et al., 2007).

Intoxicating Self

Individuals may participate in drinking games for a variety of reasons. Besides aiming to get drunk, relaxation and loss of inhibitions are possible reasons a student might engage in drinking game activities, in addition to enhancing events or celebrations, fitting in with peers, or to initiate a sexual attraction between another player (Cameron, et al., 2010). Also, fun and celebration greatly influence college students to play drinking games, (Durkin, 2008) and an individual might participate due to the excitement and entertainment value drinking games can
provide. Along with this, college students play drinking games in order to intoxicate other players involved in the game.

**Intoxicating Others**

Many of the drinking games played by college students allow for the winner to “assign” drinks to others involved in the game (Borsari, 2004). By assigning drinks, participants may join together to “gang up” on a specific player and have considerable influence on the intoxication level of the individual. As a result, that player can become dangerously intoxicated. This method may also be used to get someone’s attention (Johnson & Stahl, 2004). More specifically, male players have purposely intoxicated women during DGs in order to establish sexual contact (Borsari, 2004). The research indicates that the ability to intoxicate others is an attraction to college students because this type of authority can establish dominance as drinkers or over others (Borsari, et al., 2003; Johnson & Stahl, 2004). Drinking games also promote social lubrication (Borsari, 2004).

**Socialization**

Drinking games provide a social activity and atmosphere in which college students can communicate and share together in competition and tasks (Simons, et al., 2005). Due to the structure and context of drinking games, it can be easier for college students to socialize with their peers (Durkin, 2008). Not only can players enjoy and spend time with friends during drink game involvement, they can meet new people as well (Borsari, et al., 2003). Also, positive alcohol outcome expectancies (AOE) influence drinking game participation under the belief that getting drunk will enhance sociability and provide liquid courage to communicate and interact with others (Ham, et al., 2010). While there is a lack of research to support the Expectancy Theory, nevertheless, it provides a useful approach to why some college students may participate
in DGs. Also, when players become more intoxicated, “inhibitions tend to be reduced, facilitating a sense of friendship and camaraderie” (Borsari, 2004, p. 36). After playing the DG, players have a common area of interest or topic to discuss (Borsari, 2004). The college experience is often depicted as time for socialization and meeting new people, and students may learn or believe that to have fun and to celebrate requires gaming activities (Zamboanga, et al., 2007). While socialization is an important predictor of DG participation, competitive features also appeal to college students.

Competition

Drinking games are often sport-like and “simulate a competitive environment, replete with winners, losers, and spectators” (Borsari, 2004, p. 37). Due to the high competitiveness of some of the drinking games, such as Beer Pong, the popularity among the college culture is evident (Zamboanga, et al., 2007). Men, especially, may choose to participate in drinking games to prove their ability to hold a large amount of alcohol or to impress females with their skills (Pedersen & LaBrie, 2008). Playing for competition and thrills (“because I want to win”) can be troubling because this measure is connected with higher levels of drinking, more consequences, and reckless behavior (Borsari, 2004, p. 40). Also, a winner can be victorious by making another player completely inebriated or incoherent, which can also cause harmful alcohol-related problems (Borsari, 2004). In some cases, the competition between players may be taken too seriously, especially when alcohol is involved, and this could have damaging effects. Besides motives, there are many underlying factors that can influence participation in drinking games.

Factors that Influence Participation in Drinking Games

There are several factors that have considerable influence on a college student’s participation in drinking games. While there are several indicators presented in the research
findings, this literature review will focus in depth on the following three: gender, underage drinking, and anxiety. Other predictors include sexual interest, membership in an organization or sport, "newbie" to a group, living arrangements, and heavy drinking.

**Gender**

There are several inconsistencies within the research literature on the gender differences between male and female participation in drinking games. In one study, males significantly reported higher drinking game participation than females, 62% and 42% respectively, and reported consuming higher amounts of alcohol during DG participation (Cameron, et al., 2010). However, another study indicated that men were more likely to be involved in drinking games than women, but women were found to drink more during drinking games than in other situations (Grossbard, et al., 2007). Newer research has found other results, indicating that women's participation in drinking games is more prevalent than in the past (Pedersen & LaBrie, 2008). Now, females may even "participate more than their male counterparts" (Cameron, et al., 2010, p. 500) or at rates equivalent to men (Durkin, 2008).

Women have also been found to drink as much as their male peers during drinking games, which is a major concern because most women reach higher blood-alcohol levels (Borsari, et al., 2003). Although men and women are consuming the same amount of alcohol in the same amount of time, women metabolize alcohol more slowly than men, resulting in higher blood alcohol concentrations and higher levels of impairment (Cameron, et al., 2010). Due to higher levels of intoxication, women are also more likely to be involved in negative consequences or experience alcohol-related problems (Mallett, Turrisi, Larimer, & Mastroleo, 2009; Zamboanga et al., 2007; Cameron et al., 2010). In addition to gender, underage drinking was also a factor that indicated DG participation.
Underage Drinking

Among students between the ages of eighteen and twenty-five, eighteen and nineteen-year-olds were five times more likely to participate in drinking games (Sharmer, 2005). This is a major concern on college campuses because the main age group playing DGs are minors. Also, approximately 69% of eighteen-year-olds played a drinking game within the last month, which is significantly less than the 30% of twenty-three-year-olds (Sharmer, 2005). In addition, no one over the age of twenty-seven reported participation in a DG within the last month (Sharmer, 2005). Younger students play DGs more; therefore, they also have more alcohol-related problems and negative consequences that result from participation (Borsari, 2004).

Minors may participate in DGs for a variety of reasons. Since eighteen and nineteen is the age in which most students enter college, underclassmen may participate in drinking games more often than legal drinkers to increase their social networks or to alleviate anxiety or nervousness in an unfamiliar environment (Simons, et al., 2005). Experimenting with drinking and irresponsible drinking habits may also encourage or promote underage students to play DGs and to suffer consequences as a result (Borsari, 2004).

Anxiety

Drinking game participation serves as a motivator for socially anxious students because it allows for a fast consumption of a large quantity of alcohol in a structured setting (Ham, et al., 2010). For college students that may be tense or anxious around peers in social settings, drinking games act as a social support in which a player may get drunk, thus reducing worries and inhibitions (Borsari, et al., 2003). Also, due to the structure of these games, the defined rules can “shift the focus away from the larger social context to the immediate activities of the game” (Ham, et al., 2010, p. 474). Also, positive alcohol outcome expectancies may influence socially
anxious students to participate because of the impression that alcohol does help to reduce tension, provides liquid courage, and increases sociability (Ham, et al., 2010).

Expecting these types of outcomes from alcohol consumption may encourage a student to participate because he or she perceives alcohol to function as a protector (Ham, et al., 2010). Therefore, if a student with anxiety issues believes alcohol will actually make his or her anxiety worse, a negative alcohol outcome expectancy, than he or she may avoid social contexts like drinking games entirely (Ham, et al., 2010). If students assume alcohol can help ease tension or enhance social skills, then these types of students are more at risk for participation in drinking games. When students believe rapid alcohol consumption is a positive consequence of drinking games, alcohol-related problems occur.

**Effects of Drinking Game Participation: Alcohol-Related Problems**

Drinking games and excessive alcohol use can result in high intoxication levels over a short-period of time, so those that participant are at a greater risk for problems involving alcohol consumption (Borsari, 2004; Borsari, et al., 2003; Cameron, et al., 2010; Usdan, et al., 2008). There are several alcohol-related problems that result from drinking game participation, which include severe intoxication, physical effects, such as hangovers, blackouts, and vomiting, poor academic performance, driving while intoxicated, sexual abuse, unintentional accidents, fights and arguments, embarrassment or regret, and drug use (Usdan, et al., 2008; Grossbard, et al., 2007). While a hangover might not seem too serious, heavy uses of alcohol contribute to 500,000 alcohol-related problems and 1,400 deaths per year (Clapp, Reed, Holmes, Lange, & Voas, 2006).

Also, women are at an elevated risk for sexual assault after playing DGs (Borsari, 2003). Approximately 50% of sexual abuse incidences on college campuses are related with higher
alcohol levels by both the victim and the perpetrator (Cameron, et al., 2010). Among college students, the association between alcohol use and sexual victimization is undeniable (Johnson & Stahl, 2004). This finding should be of major concern because when students are sexually taken advantage of there is an increase in the risk of emotional problems, unwanted pregnancies, and sexually transmitted diseases (Borsari, 2004). One study found that students may specifically play drinking games because they have control over another’s intoxication and, therefore, can also take sexual advantage over an individual (Johnson & Stahl, 2004).

In addition to an increase in sexual assault, those who are involved with drinking games often miss class more and earn poorer grades (Borsari, 2004). Grade point average was determined in another study and approximately 83% of students with a GPA less than a 2.0 played drinking games compared to 36% of students with a GPA of 3.5 (Sharmer, 2005). Drinking game participants and binge drinkers are also at an elevated risk for dangerous activities, such as using illegal drugs and nicotine (Simons, et al., 2005) and driving under the influence of alcohol (Usdan, et al., 2008). Due to the extent and number of alcohol-related problems that can ensue from drinking game participation among college students, awareness strategies and prevention methods should be implemented to decrease the occurrence of these problems.

**Promoting Awareness/Prevention Methods**

By promoting awareness of the dangers that drinking games pose and through the creation and implementation of prevention methods, the alcohol-related problems that occur as a result of drinking game participation can be greatly reduced. According to Borsari (2004), three primary components need to be developed to reduce college student DG participation, which include increasing students’ knowledge about the risks associated with DGs, providing
alternatives for socialization, and emphasizing the sexual risks involved with DGs. By educating students about the motivations for DG participation and the difference in alcohol consumption based on DG type, students will have a better understanding of DG risks (Zamboanga, et al., 2007). Through this type of awareness, students may be able to self-evaluate personal drinking habits and behaviors in relation to drinking games. Prevention measures should be developed based on recent research findings, and college counselors, administrators, and staff can use the underlying motives and predictors for determining appropriate methods.

By providing a safe environment that also encourages and facilitates socialization, competition, and fun and thrills, students may be less prone to resort to binge drinking in the form of drinking games to meet these needs (Zamboanga, et al., 2007). Also, by considering anxiety and investigating college students' alcohol outcome expectancies, health officials can apply this information to create programs that reduce stress and anxiety without the use of alcohol (Ham, et al., 2010). One particular college has taken prevention measures to the extreme by banning drinking game participation on campus (Borsari, 2004). Students who are caught playing DGs or if evidence of DG participation is found, such as a "Beer Pong" table, the students may receive punishment by fines or suspension (Borsari, 2004). However, truly and effectively communicating to students that drinking games can result in unwanted repercussions and major alcohol-related problems may be just enough to deter participation.
Summary

While drinking game participation is growing in popularity among college students, there is an evident need to understand the motives behind playing, the factors that influence participation, and the consequences that result from drinking game involvement (Borsari, 2004). By utilizing research to develop effective awareness and prevention measures, health officials can provide students with the appropriate knowledge and alternatives to reduce involvement in the high-risk drinking context that drinking games provide. There is still a need for more research to be conducted to grasp a better understanding for the relationship between intoxication levels and drinking games (Borsari, 2004). Due to the excessive amount of alcohol consumed in a relatively short amount of time during drinking game participation, reducing college students’ involvement in such games is critical for future health.
CHAPTER THREE

METHODS

Introduction

The purpose of this study was to explore, analyze, and compare the attitudes, behaviors, consequences, and reasons for participation in drinking games (DGs) among college students. The recent increase in the popularity of playing drinking games, as well as the variety of drinking games available, frequency of play, and ease of finding new and different types of DGs, is becoming a major health concern across college campuses. By analyzing the results of this study, prevention measures can be taken to reduce alcohol-related problems associated with drinking game participation.

Research Design

Research Questions

There were two research questions for this study:

1.) Why are college students drawn to drinking game participation?

2.) Do the alcohol-related consequences of drinking games hinder college students’ participation in drinking games?

Description of the Sample

The sample population of this study consisted of college students at a Midwestern university with approximately 11,630 students. The data was collected over a two-week time period in the Spring 2011 semester, using a convenience sample. From the 30 participants, only 28 surveys were usable. There were two demographic questions asked--- gender and age. The convenience sample included 78.6% (N=22) females and 21.4% (N=6) males. Of the responders 21.4% (N=6) were 18-20 years of age, 67.8% (N=19) were 21-23, and 10.7% (N=3) were 24-26.
Research Instrumentation

An 11-item survey was used (Appendix B). Face and content validity were established by using an expert panel. The survey included demographic, behavioral, and attitudinal information and consisted of yes or no, multiple choice, and ranking questions.

Data Collection

The data was obtained using a convenience sample in a two-week time frame during the Spring 2011 semester at a Midwestern university located in central Illinois. The responders were between the ages of 18 and 26 years old. Consent was obtained from participants using a signed consent form (Appendix A). The consent forms will remain in the researcher’s office for five years. At the end of the data collection, the data was coded into SPSS. Surveys were given to respondents face-to-face by the researcher around the college’s campus.

Data Analysis

The data was analyzed through descriptive statistics using SPSS. Data was reported by frequencies and percentages. Descriptive studies allowed the researcher to gain a better understanding of the attitudes and behaviors of college students participating in drinking games.
CHAPTER 4

RESULTS

The following data and results of the study are summarized to provide a better understanding of college students and participation in drinking games. Information concerning the behaviors, alcohol-related consequences, and reasons for participation of college students in relation to playing drinking games is presented.

Sample Demographics

The convenience sample consisted of 30 participants in the Spring 2011 semester. Two surveys were unusable due to inaccuracies reported by respondents, resulting in 28 total applicable participants. The majority of participants were female 78.6% (N=22) and 21.4% (N=6) were males. Of the responders 21.4% (N=6) were 18-20 years of age, 67.8% (N=19) were 21-23, and 10.7% (N=3) were 24-26.

Research Questions

There were two research questions for this study:
1.) Why are college students drawn to drinking game participation?
2.) Do the alcohol-related consequences of drinking games hinder college students’ participation in drinking games?

Findings

Behavior

When asked how many times respondents binge drink per week, 50% (N=14) answered 0-1 time(s) per week and 50% (N=14) replied 2-4 times per week. Participants were asked how many times they participated in drinking games per month. Two respondents never played drinking games, 17.9% (N=5) played 0-1 time per month, 32.1% (N=9) played 2-3 times per month, 28.6% (N=8) responded 4-5 times per month, and 14.3% (N=4) played 6 or more times
Drinking Games 25

per month (See Graph 1). When asked approximately how many alcoholic drinks are consumed during a session of playing drinking games, 2 people never played drinking games, 25% (N=7) responded 2-3 drinks, 42.9% (N=12) answered 4-5 drinks, and 25% (N=7) drink 6 or more beverages during participation (See Graph 2).

Graph 1.

*Monthly Participation in Drinking Games*

![Graph 1](image1)

Graph 2.

*Amount of Alcoholic Drinks Consumed per Session*

![Graph 2](image2)
Alcohol-Related Consequences

Participants were asked how often they experience alcohol-related problems after drinking game participation per month (Examples included hangovers, vomiting, severe intoxication, injuries, blackouts, drinking and driving, etc.). Twenty-one percent (N=6) never experienced alcohol-related problems as a result of participation in drinking games, 67.9% (N=19) experienced problems 1-3 times per month, 7.1% (N=2) experienced problems 4-8 times per month, and 1 participant always experienced alcohol-related problems (See Graph 3). When asked how many times responders missed class, work, or other obligations due to playing drinking games the night before, 89.2% (N=25) missed responsibilities 0-1 time per month and 10.7% (N=3) 2-3 times per month.

Graph 3.

Alcohol Related Problems Associated with Drinking Game Participation
Recesses for Participation in Drinking Games

Responders were asked to rank the reasons for participation 1 through 5, with one being the main reason for playing drinking games. The majority of participants (78.6%) ranked “to socialize” as the number one reason for playing drinking games. “To meet new people” and “to get drunk” were the secondary reasons that responders participated in drinking games. “Competition” and “to get others drunk” ranked last among the reasons for participation (See Graph 4). When asked if participants ever played drinking games in order to relieve anxiety or to feel more comfortable socializing, 60.7% (N=17) answered yes and 39.2% (N=11) answered no. Participants were to answer whether they have ever played drinking games because they were new to a group or did not know very many people at a social gathering and 82.1% (N=23) answered yes and 17.9% (N=5) answered no (See Chart 1). Responders were asked whether they have played drinking games in order to attract a sexual interest or romantic interaction with another person and 25% (N=7) replied yes and 75% (N=21) replied no (See Graph 5).

Graph 4.

Main Reasons for Participating in Drinking Games
Chart 1.

Participation in Drinking Games Due to New at Social Gathering

Graph 4.

Ever Played Drinking Games to Attract a Sexual Interest
SUMMARY

This study used a survey to acquire the behaviors and attitudes of college students and drinking game participation. The eleven item questionnaire used content and face validity through an expert panel. Overall, the study indicated that drinking games are a major area of concern because, of the sample, 92.9% (N=26) reported participation in drinking games, with only 7.1% (N=2) having never played. The majority of participants (67.9%) also indicated that they during a session of drinking games approximately 4 or more alcoholic beverages are consumed. In addition, 67.9% (N=19) responded that they experience alcohol-related problems 1-3 times per month after drinking games. The discussions portion of the study will analyze the findings for the reasons for drinking game participation and recommendations for future research.
CHAPTER 5

SUMMARY, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

Overview

This chapter provides a review of the study and the researcher’s interpretations of the results. The limitations of the study are discussed and recommendations for future research and health educators are also provided.

Purpose

The purpose of this study was to explore, analyze, and compare the attitudes, behaviors, consequences, and reasons for participation in drinking games (DGs) among college students. By analyzing the findings and statistics from this study, prevention and awareness strategies can be developed in order to improve the health and safety of those involved in the drinking environment of college campuses.

Summary of the Study

The increase in drinking game participation, in addition to the variety of drinking games (DGs), frequency of play, and the availability for finding new types of DGs, is becoming a major health concern across college campuses (Cameron, Heidelberg, Simmons, Lyle, Mitra-Varma, & Correia, 2010). Playing drinking games has created a new type of binge drinking that is competitive, fun, and extremely dangerous. Due to the context of college, students are most susceptible to participation in drinking games because of the opportunities and social pressures to play (Pedersen & LaBrie, 2008).

Drinking games and excessive alcohol use can result in high intoxication levels over a short-period of time, so those that participate are at a greater risk for problems involving alcohol
Drinking consumption (Borsari, 2004; Borsari, Bergen-Cico, & Carey, 2003; Cameron, et al., 2010; Usdan, Martin, Mays, Cremeens, Weitzel, & Bernhardt, 2008). There are several alcohol-related problems that result from drinking game participation, which include severe intoxication, physical effects, such as hangovers, blackouts, and vomiting, poor academic performance, driving while intoxicated, sexual abuse, unintentional accidents, fights and arguments, embarrassment or regret, and drug use (Usdan, et al., 2008; Grossbard, Geisner, Neighbors, Kilmer, & Larimer, 2007). While drinking game participation is growing in popularity among college students, there is an evident need to understand the motives behind playing, the factors that influence participation, and the consequences that result from drinking game involvement (Borsari, 2004).

The purpose of this study was to explore, analyze, and compare the attitudes, behaviors, consequences, and reasons for participation in drinking games (DGs) among college students. The sample population of this study consisted of college students at a Midwestern university with approximately 11,630 students. The data was collected over a two-week time period in the Spring 2011 semester, using a convenience sample. From the 30 participants, only 28 surveys were usable. Consent was obtained from participants using a signed consent form. Face and content validity were established by using an expert panel.

At the end of the data collection, the data was coded into SPSS. The data was analyzed through descriptive statistics and was reported by frequencies and percentages. An 11-item survey was used. The survey included demographic, behavioral, and attitudinal information and consisted of yes or no, multiple choice, and ranking questions. There were two research questions for this study:
1.) Why are college students drawn to drinking game participation?

2.) Do the alcohol-related consequences of drinking games hinder college students' participation in drinking games?

Conclusions

Upon reviewing the data from the study, the following conclusions were made:

1.) A majority of college-aged students that play drinking games binge drink during participation. According to the study, 43% consume four to five drinks during a session of drinking games and 25% consume six or more drinks. College students are drinking a large amount of alcohol in a short amount of time, which increases blood alcohol concentration.

2.) College students' participation in drinking games results in alcohol-related problems. Alcohol-related problems include, but are not limited to, hangovers, vomiting, severe intoxication, blackouts—not remembering what you did, and drinking and driving. Of the study, 68% experience alcohol-related problems one to three times per month after playing drinking games and 7% experience alcohol-related problems four to eight times per month. College students are still playing drinking games despite problems.

3.) College students play drinking games to socialize, meet new people, to get drunk, and to relieve anxiety when socializing. Seventy-nine percent of respondents ranked “to socialize” as the number one reason for participation in drinking games. Thirty-nine percent of participants ranked “to meet new people” as the second reason for playing drinking games, and 36% ranked “to get drunk” as the third reason for participation. In addition to these percentages, 61% have played drinking games in order to relieve anxiety or to feel more comfortable socializing. Alarmingly, 82.1% have played drinking games.
because they were new to a group or did not know very many people at a social gathering. There are several motives for participation, but these main reasons are indicators for possible involvement in drinking games.

**Discussion**

When college students participate in drinking games, one of the main objectives of the game is to consume a large amount of alcohol, which was apparent in this study and in others. Ninety-one percent of alcohol consumed by college students is in the form of binge drinking, and drinking games frequently cause or result in binge drinking (Zamboanga, Calvert, O’Riordan, & McCollum, 2007). Playing drinking games has created a new type of binge drinking, and, according to the research, most drinking games are structured to intoxicate the players in the shortest amount of time (Cameron, et al., 2010).

The rules and organization of drinking games are developed to determine frequency and quantity of alcohol consumed, which often include the intention of consuming high amounts of alcohol (Simons, Klichine, Lantz, Ascolese, Deihl, Schatz, & Wright, 2005; Cameron, et al., 2010). One study found that during drinking games, 39% of respondents reported having five to six drinks and 16% reported consuming seven or more drinks (Durkin, 2008). Since the primary goal of drinking games is to become intoxicated quickly, there is an obvious association between an increase in quantity and frequency of consumption and alcohol-related problems, which is evident in this study as in others (Ham, Zamboanga, Olthuis, Casner, & Bui, 2010).

In another study, a high correlation was found between frequency of DG participation and getting drunk, in addition to incidences of alcohol-related problems (Borsari, et al., 2003). There are several alcohol-related problems that result from drinking game participation, which include severe intoxication, physical effects, such as hangovers, blackouts, and vomiting, poor academic performance, driving while intoxicated, sexual abuse, unintentional accidents, fights
and arguments, embarrassment or regret, and drug use (Usdan, et al., 2008; Grossbard, et al., 2007). While a hangover might not seem too serious, heavy uses of alcohol contribute to 500,000 alcohol-related problems and 1,400 deaths per year (Clapp, Reed, Holmes, Lange, & Voas, 2006).

After reviewing other drinking game research, the leading reasons for drinking game participation were similar to this study’s results. Getting drunk is one of the main reasons college students choose to participate in drinking games, and DGs are especially appealing to college students because they facilitate socialization and unity with peers (Grossbard, et al., 2007). Drinking games provide a social activity and atmosphere in which college students can communicate and share together in competition and tasks (Simons, et al., 2005). Due to the structure and context of drinking games, it can be easier for college students to socialize with their peers (Durkin, 2008).

Drinking game participation serves as a motivator for socially anxious students because it allows for a fast consumption of a large quantity of alcohol in a structured setting (Ham, et al., 2010). For college students that may be tense or anxious around peers in social settings, drinking games act as a social support in which a player may get drunk, thus reducing worries and inhibitions (Borsari, et al., 2003). Not only can players enjoy and spend time with friends during drink game involvement, they can meet new people as well (Borsari, et al., 2003). Also, positive alcohol outcome expectancies (AOE) influence drinking game participation under the belief that getting drunk will enhance sociability and provide liquid courage to communicate and interact with others (Ham, et al., 2010).
Limitations of the Study

There were several limitations to the study. One major limitation was the amount of time allotted to gather data. The researcher was only given two weeks to collect data. Also, the sample population was small (N=28) and may have not been completely representative of the entire college population. Another limitation was that the class was only one semester, which hindered the amount of time to collect data and the amount of participants the researcher was able to survey. Lastly, the percentage of females that were surveyed (78.6%) was significantly higher than the amount of males surveyed (21.4%), which may have affected the results of the study.

Recommendations for Future Research

When conducting future research on drinking games and college students, it would be beneficial for the research to:

1.) Use a larger and more representative sample of college student participants.

2.) Include open-ended questions for reasons for participation. Open-ended questions would allow respondents to write why they truly play drinking games, instead of ranking predetermined motives for participation.

3.) Include qualitative research. This would help the researcher gather a better understanding of college students' attitudes, knowledge, and behaviors in relation to drinking game participation.

Recommendations for Health Educators

1.) By developing programs or disseminating information across college campuses that specifically target drinking game participation, college students can better understand the risks and problems associated with playing drinking games. If drinking games are never
addressed in alcohol prevention programs, students may not realize the extent that drinking games can have on personal health.

2.) By including and emphasizing skill building in prevention efforts, college students will be better equipped to handle the social pressures to play drinking games. Since socialization, meeting new people, and anxiety when socializing are a few of the main reasons for participation, students need to learn and build social skills that prevent them from resorting to drinking games. If students knew how to feel comfortable socializing and could handle social pressures, they may not be as susceptible to participation in drinking games.
Summary

College students are most susceptible to drinking games because of the context of college. The purpose of this study was to gather more information on the reasons for participation in drinking games, frequency of play, and amount consumed during participation among college students. Drinking games usually cause players to binge drinking and, therefore, college students who participate in drinking games are more likely to experience alcohol-related problems. Since there is such a variety of drinking game types and reasons for participation, prevention efforts should aim to address all facets of drinking game participation and college students.
References


This journal located through Booth Library on EBSCO was used for the support of writing the literature review. This article covered how the college environment leads to drinking games.


This journal located through Booth Library on EBSCO was used for the support of writing the literature review. This was a qualitative study that aided in discovering how much college students really participate in drinking games. This article also gives examples of some of the drinking games played on a college campus.


This journal located through Booth Library on EBSCO was used for the support of writing the literature review. This article discussed college student’s drinking habits, why college students participate in the games, and the risk of drinking games on a college campus.


This website was used to gather information on underage drinking and the risk associated with the teenagers drinking.


This journal located through Booth Library on EBSCO was used for the support of writing the literature review. This article covered statistics concerning hangovers and alcohol related health issues from binge drinking.


This website was used to gather information on the health issues that can happen due to alcohol poisoning.


This journal located through Booth Library on EBSCO was used for the support of writing the literature review. This article covers the views that college students hold toward drinking games and binge drinking. This article shows that the normative views that college students hold concerning drinking is often not the reality of what is really taking place.


This journal located through Booth Library on EBSCO was used for the support of writing the literature review. This article discusses students who live in dorms, live single, or room with friends and the effects of each housing style on drinking games.


This journal located through Booth Library on EBSCO was used for the support of writing the literature review. This article discusses binge drinking and drinking games along with as a reliever for social anxiety in freshman students.


This journal located through Booth Library on EBSCO was used for the support of writing the literature review.


This website was used to explain to readers the myths of drinking, binge drinking, and hangovers.


This website was used to better explain the difference between alcohol abuse and alcohol dependence.

This website was used to better explain to readers what a breathalyzer tests is and how the test works.


This journal located through Booth Library on EBSCO was used for the support of writing the literature review. This article reviews the many types of drinking games played on college campuses.
References


APPENDICES
Appendix A:

Dear Volunteer,

As a part of a study directed by Emily Schumacher and Dr. Misty Rhoads in the department of Health Studies within the College of Education and Professional Services at EIU, further investigation is desired into Drinking Games among College Students. Dr. Misty Rhoads and Emily Schumacher wish to invite you to participate in this research study. The surveys will be anonymous with no identifying factors. Only the researcher will review the surveys, and solely for the purpose of coding data and performing analysis.

Data will be kept on file for three years before being destroyed. The consent forms will be kept in a secure file separate from the data collected through these recordings. Only the primary researcher will have access to the master code key and consent forms as well as the data.

Participation is voluntary. If you choose to participate in this research study, it will take you approximately 5-10 minutes. Please remember that your participation in this study is voluntary and you may withdrawal from the study at any time without penalty. You can contact Dr. Rhoads directly to request your withdrawal from the study, mlrhoads@eiu.edu or 217-581-6203.

All reports based on this research and written by the researcher will maintain the anonymity and confidentiality of the participants. Please retain this page for your personal records. If you volunteer to participate in this study, please sign and date the second page and return it to the researcher.

If you have any questions concerning this study and its execution, please contact

Dr. Misty Rhoads

Lantz 1142 Eastern Illinois University

Charleston, IL 61920

via office telephone: 217-581-6203

via email: mlrhoads@eiu.edu

This project has been reviewed and approved by the EIU Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the Committee Chairperson, Office of Research Development and Administration, EIU, Charleston, IL 61920. Phone (217) 581-8576.
Drinking Games among College Students

____ I agree to voluntarily participate in this activity and know my responses will be reported in the aggregate and kept confidential and anonymous.

____ I do not wish to participate in this study.

_________________________    ____________
Print Name                   Date
Appendix B: Sample Questions

Drinking Game Participation among College Students

Definitions

*Drinking game*: Drinking games can be defined as games in which drinking alcohol is part of the known rules, with a goal of avoiding drinking, drinking a lot, or forcing others to drink a lot. The rules and organization of drinking games are developed to determine frequency and quantity of alcohol consumed. (Examples include, but are not limited to: Beer Pong, Flip Cup, Power Hour, Card Games, Dice Games, Verbal Games, etc.)

*Drink*: 12 ounces of beer, 10 ounces of wine cooler, 4 ounces of wine, or 1 cocktail with 1 ounce of 100-proof liquor or 1.25 ounces of 80-proof liquor.

1. How many times do you binge drink per week? Check one. (NOTE: Binge drinking is defined as 4 or more drinks per sitting for women and 5 or more drinks per sitting for men.)
   - [ ] (0-1 time(s) per week)
   - [ ] (2-4 times per week)
   - [ ] (5-7 times per week)
   - [ ] (8 or more times per week)

2. Approximately how many times do you participate in drinking games *per month*? Check one.
   - [ ] (I never play drinking games)
   - [ ] (0-1 time(s) per month)
   - [ ] (2-3 times per month)
   - [ ] (4-5 times per month)
   - [ ] (6 or more times per month)

3. Approximately how many alcoholic drinks do you consume during a session of playing drinking games?
   - [ ] (I never play drinking games)
   - [ ] (0-1 drink(s))
   - [ ] (2-3 drinks)
   - [ ] (4-5 drinks)
   - [ ] (6 or more drinks)
4. How often do you experience alcohol-related problems after drinking game participation per month? (Examples include, but are not limited to: hangovers, vomiting, severe intoxication, injuries, blackouts—not remembering what you did, drinking and driving, etc.)

_____ I have never experienced alcohol-related problems from playing drinking games.
_____ I experience alcohol-related problems 1-3 times per month after drinking games.
_____ I experience alcohol-related problems 4-8 times per month after drinking games.
_____ I always experience alcohol-related problems after playing drinking games.

5. How many times per month have you missed class, work, or other obligations due to playing drinking games the night before?

_____ (0-1 time(s) per month)
_____ (2-3 times per month)
_____ (4-5 times per month)
_____ (6 or more times per month)

6. Rank the following reasons for playing drinking games 1 through 5, with 1 being the main reason you play drinking games. If you do not play drinking games, only check “I do not play drinking games.”

a. _____ To get drunk
b. _____ To socialize
c. _____ To meet new people
d. _____ Competition
e. _____ To get others drunk

OR

_____ I do not play drinking games.

7. Have you ever played drinking games in order to relieve anxiety or to make you feel more comfortable socializing?

YES_____ NO_____

8. Have you ever played drinking games because you were new to a group or did not know very many people at a social gathering?

YES_____ NO_____
9. Have you ever played drinking games in order to attract a sexual interest or romantic interaction with another person?

   YES _____   NO _____

10. What is your gender? Check one.

   _____ Female
   _____ Male

11. How old are you? Check one.

   _____ (18-20 years old)
   _____ (21-23 years old)
   _____ (24-26 years old)