



**Psychology 430: Alcohol Use Disorders**  
**Tuesday/Thursday 2:00-3:15pm, XXX location**  
**Spring 2025**

**Instructor Information**

Instructor	Cassandra L. Boness, PhD
Email	<a href="mailto:cboness@unm.edu">cboness@unm.edu</a>
Office Hours	Weekly Zoom drop-in office hours on Wednesdays 2:00-4:00pm ( <a href="https://unm.zoom.us/j/7194640392">https://unm.zoom.us/j/7194640392</a> ). Office hours are a time when students can drop in with questions about course material or other related discussion topics. Contact me directly about additional flexible appointments available in person or via Zoom/phone if the standard office hours do not work well for your schedule.

Teaching Assistant	--
Email	--
Office Hours	Flexible and by appointment. Zoom or phone options available.

**Instructor Response Time:**

I routinely check my email Monday (8 am) – Friday (4 pm). You can anticipate a 24- to 48-hour response from me, Monday through Friday. I will try to respond to all weekend (Friday afternoon to Sunday) emails by noon on Monday or earlier. Please include “Psych 430” in the subject line of all emails to the instructor and teaching assistants.

**Course Overview**

Welcome to **Alcohol Use Disorders**! I will often refer to this course with the abbreviation AUD, which you will continue to see in much of the course material as well. I’m your instructor, Dr. Boness (pronounced Bo-Ness like BOW tie and Loch NESS together). You can also call me Dr. B.

I am a licensed clinical psychologist and an Assistant Professor in the Department of Psychology and at the UNM Center on Alcohol, Substance use, And Addictions (CASAA). Being an Assistant Professor doesn’t mean I assist Professors. Instead, it means I have only been faculty for a few years. That said, I have over 15 years of training in psychology, and specifically substance use and substance use disorders.

This is an advanced psychology course designed for those who are interested in learning about the nature and treatment of alcohol problems from a scientific perspective. We will address such questions as: What causes alcohol problems? Do they run in families? How can they be treated? Can a person cure their own alcohol problems? How do alcohol problems manifest within diverse cultures and among people with specific identities? This course will *not* prepare students to provide clinical services, such as treatment, for individuals with AUD, although we will learn about some of those treatments. If you want to learn more about providing clinical services, I encourage you to explore our [Basics in Addiction Counseling \(BAC\) program](#).

**Course objectives:** Upon successful completion of this course, the student will be able to:

1. Identify the signs and symptoms of alcohol use disorders and their biopsychosocial origins.
2. Demonstrate knowledge of evidence-based treatments for alcohol use disorders.
3. Appreciate how culture and history, including stigma, shape the field of alcohol use disorders today.
4. Think critically about historical, socio-political, and scientific accounts of alcohol use disorders.

### Important Course Considerations

#### COVID-19

Circumstances related to COVID-19 are constantly evolving and will continue to throughout this semester. In this syllabus I have outlined my expectations for the course. Please let me know if you are experiencing any trouble completing course materials due to health-related concerns. Although your experience in this course is important to me, so is your health, well-being and the health of your family members, friends, and our community. You are a student, but you are also a human being. I will work to be flexible and to develop innovative solutions to ensure that you are prioritizing your health, while also meeting course objectives. Please do not come to class if you are ill. I also invite you to wear a mask, especially if you are feeling ill.

#### Course Content

Given prevalence rates of substance use disorders it is likely that many people in the class will have either experienced some of the symptoms/disorders we discuss or will know somebody with one of the disorders covered in class. As you will learn in this class, lived experience is important and meaningful. However, please be mindful when discussing personal substance use and mental health issues in class as we never know how such information will impact others in the room and confidentiality cannot be guaranteed. Furthermore, it is not the role of the course instructor to answer questions about your own symptoms or somebody else's, to provide psychological assessment, or intervention for students or friends/relatives of students.

If you find that the course material does hit close to home, discussing it with a professional may be helpful. Several resources for UNM students are listed below under *UNM Resources*.

Additional resources for concerns about drug and alcohol use:

- <https://alcoholtreatment.niaaa.nih.gov/>
- <http://rethinkingdrinking.niaaa.nih.gov/>
- <https://checkupandchoices.com/>
- <https://findtreatment.samhsa.gov/>
- <http://www.drugabuse.gov/patients-families>
- <http://locator.apa.org>

#### Technical Requirements:

- A high-speed internet connection is highly recommended. Many locations on campus offer free high-speed Internet access including UNM's Computer Pods or one of UNM's many Statewide Centers.
- Supported browsers include: Internet Explorer, Firefox, and Safari. Detailed Supported Browsers and Operating Systems: <http://online.unm.edu/lms/help/browsers>
- Any computer capable of running a recently updated web browser should be sufficient to access course material. However, bear in mind that processor speed, amount of RAM and Internet connection speed can greatly affect performance.

- For UNM Learn Technical Support: (505) 277-0857 (M-F 8am - 5pm) or learn@unm.edu.

## Responsibilities

### My Responsibilities

I will do my best to create an atmosphere that maximizes the chances for everyone to learn in this course. I will prepare lectures to accompany course readings and other material. These lectures will *not* simply summarize the text, but rather supplement it with additional detail and topics. Slides will be posted on Canvas within 24 hours of the class meeting. The content from these lectures may appear on exams. I will promptly reply to emails, grade assignments in a timely fashion, and be passionately invested in supporting your success in this course.

### Your Responsibilities

#### *Display Appropriate Behavior in Class:*

I will do my best to promote a class atmosphere in which you are comfortable discussing the critical course material and academic issues that come up. I expect the same of you.

To promote an appropriate class atmosphere, you need to: (a) actively and consistently engage in course activities, (b) adhere to assignment due dates, (c) be respectful to each other, particularly in class discussions, and (e) refrain from cheating or plagiarizing. Any individual who feels that they cannot agree to these requirements is encouraged not to take this course.

Please also refrain from sleeping, answering your cell phone, text messaging, surfing the internet, eating elaborate meals, or chatting with your neighbors during class. If you engage in these or other disruptive behaviors, I will ask you to leave the class. I understand that sometimes emergencies happen. In such cases, please step out of class to resolve this.

#### *Academic Integrity:*

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the [Pathfinder](#).

I have a zero-tolerance policy regarding cheating – if you engage in such behavior in this class (which I do not expect to happen), I will report you to the Dean of Students to pursue academic dishonesty proceedings and you will earn an “F” in the course. There will be no exceptions.

#### *Expectations for Participation:*

- Students are expected to learn how to navigate in Canvas
- Students are expected to read course announcements
- Students are expected to complete assignments on time
- Students are expected to keep the instructor informed of class related problems, or problems that may prevent the student from full participation

- Students are expected to be prepared, attend class, and actively participate in discussions

**UNM Policies:**

This course falls under all UNM policies for the last day to drop courses. Please see <http://www.unm.edu/studentinfo.html> or the UNM Course Catalog for information on UNM services and policies. Please see the UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.

**Credit-Hour Statement:**

This is a three-credit-hour course. Class meets for two 75-minute sessions of direct instruction for fifteen weeks during the Spring 2025 semester. Please plan for a minimum of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week

**Course Schedule**

Ψ = primary author currently or formerly affiliated with UNM

Date	Class	Class Topic	Required Reading(s), Media	Assignments, Due Dates
<b>Unit 1: Foundational Knowledge</b>				
1/21/25	1	Introduction to instructor and course	Syllabus	
1/23/25	2	Defining and measuring alcohol use; terminology	Kerr & Stockwell, 2011; Dawson, 2003	Welcome survey due by 11:59pm
1/28/25	3	Defining and measuring alcohol use disorder; terminology	DSM-5 AUD Criteria; NIAAA AUD Diagnosis Factsheet, 2020; Tucker et al., 2020	
1/30/25	4	Classification	Boness et al., 2023Ψ; Saunders et al., 2019	
2/4/25	5	Epidemiology and prevalence	Glantz et al., 2020; Grant et al., 2015	
2/6/25	6	Defining and measuring recovery	Hagman et al., 2022; Witkiewitz et al., 2020Ψ	
2/11/25	7	Effects of alcohol on the brain, behavior, and functioning	Esser et al., 2022; NIAAA Alcohol's Effects on the Body (n.d.)	
2/13/25	8	<b>Unit 1 Test</b>		
<b>Unit 2: Historical and Cultural Context</b>				
2/18/25	9	History of use in society; Prohibition pt. 1	Hall, 2010; Vallee, 2015	
2/20/25	10	Prohibition pt. 2	Schrad, 2021	Proposed news article for critique 1 due to TA by 11:59pm
2/25/25	11	Stigma	Morris & Schomerus, 2022; NIAAA Core Resource Stigma (n.d.); Explore the <a href="#">Addictionary</a>	
2/27/25	12	War on Drugs	Cohen et al., 2022; Scher et al., 2023	News article critique 1 due by 11:59pm

3/4/25	13	Influence of social and cultural contexts on use and problem perceptions	Sudhinaraset et al., 2016; Valdez et al., 2019	
3/6/25	14	Group differences in alcohol use and alcohol use disorder	Delker et al., 2016; White, 2020	
3/11/25	15	Alcohol-related health inequities	<a href="#">Chung Addiction Psychologist Podcast Episode</a> ; Fish et al., 2017	
3/13/25	16	<b>Unit 2 Test</b>		
<b>Spring Break: March 17-21</b>				
<b>Unit 3: Biopsychosocial Model of Alcohol Use</b>				
3/25/25	17	Overview	<i>What is Addiction?</i> Chapter Ψ	
3/27/25	18	Genetic and gene by environment models	Deak et al., 2019; Dick & Kendler, 2012	
4/1/25	19	Neurobiological models	Litten et al., 2015; Ray & Grodin, 2021	
4/3/24	20	Behavioral and choice models	Acuff et al., 2024; <a href="#">Field Addiction Psychologist Podcast Episode</a>	Proposed news article for critique 2 due to TA by 11:59pm
4/8/25	21	Developmental models	Chassin & Sher, 2024	
4/10/25	22	Social determinants of alcohol use and alcohol use disorder	<a href="#">Jordan Flourishing After Addiction Podcast Episode</a> ; Karriker-Jaffe et al., 2024	News article critique 2 due by 11:59pm
4/15/25	23	Comorbidity	Castillo-Carniglia et al., 2019; Komaromy et al., 2021 Ψ	
4/17/25	24	<b>Unit 3 Test</b>		
<b>Unit 4: Evidence-Based Treatments, Mutual Aid, and Population-Based Approaches to Reducing Harm</b>				
4/22/25	25	Abstinence versus non-abstinence and harm reduction models	Collins et al., 2012; <a href="#">Witkiewitz Alcohol Problem Podcast Episode</a> Ψ	
4/24/25	26	SBRIT and brief interventions/motivational interviewing	Douaihy et al. 2014 (Chapters 2, 3, 9)	
4/29/25	27	Cognitive Behavioral Therapy + Family-based approaches	McCrary et al., 2016 Ψ; Siljeholm et al., 2024	
5/1/25	28	Alcoholics Anonymous and other mutual aid groups	Gannon & Pasman, 2023; <a href="#">Glassman &amp; Kelly Alcohol Problem Podcast Episode</a>	
5/6/25	29	Medications for alcohol use and alcohol use disorder; precision medicine	Litten et al., 2016; Witkiewitz et al., 2019 Ψ	Course closing survey opens
5/8/25	30	Population, community, and public health-based approaches to prevention and reducing harm	Esser & Jernigan, 2018; Stockings et al., 2018	Extra credit due by 11:59pm
TBD	31	<b>Unit 4 Test</b>		

## Assignments and Grading

As described in the schedule above, this course consists of 4 units. Each unit will end with an exam, and thus there will be 4 exams.

### Readings:

For each class session, there will be several required readings and/or other media. These should be completed before class, and you should be prepared to participate in class discussions about the readings and media. All readings will be freely available on Canvas. Please do not pay for any readings!

Some of the readings may contain methods or statistical analyses with which you are not familiar. I do not expect you to understand all the approaches used, but you should be able to understand the key findings, conclusions, and implications of what you read. If this becomes a challenge for you, I encourage you to reach out sooner rather than later to get support.

### Exams:

There will be four exams in this course. Each exam will be worth 100 points and **I will drop your lowest exam score**. All exams may contain a combination of multiple-choice, true/false, matching, and short-essay questions. The examinations will not be cumulative. In other words, Exam 1 only covers material from Unit 1, Exam 2 only covers material from Unit 2, and so on.

Exams will be taken in-person. Please be sure to bring a No. 2 pencil (or several). Exams will be open book, meaning you can access class materials during the exam. However, you will not be allowed to use a computer, cell phone, the internet, or other AI applications during the exam. Thus, I encourage you to bring your class notes, create a physical cheat sheet from course materials, and/or bring printed materials with you to class for your reference. All students can use the UNM print stations to print materials. Questions will be taken from the readings, lectures, and any other activities or supplemental material I present during the course. To be perfectly clear: *Material from the readings that is not covered in lectures will show up on the exams! Material from the lectures that are not covered in the readings will also show up on the exams!*

More information on exams will be provided closer to the time of each exam.

### Grading Scale:

All grades will be posted on Canvas. We aim to grade exams and assignments within 10 days. Points earned from exams and any extra credit will be summed to compute your total grade. Your final percentage will be calculated by dividing your total points earned (including exams, term paper, and extra credit) by 360 points. The breakdown of points is as follows:

- Welcome survey (10 points)
  - For week 1 of the course, you will complete a welcome survey. This can be found in Canvas in "Quizzes." You will receive full credit (10 points) if you complete it.
- News article critique (50 points)
  - Students will write two 1 to 1.5-page single-spaced critiques on a popular news article or opinion piece related to alcohol use disorders. Articles must be approved by our TA at least one week prior to submission. I encourage you not to wait until the deadline to submit an article for review. Each review will be worth 25 points. Additional instructions are posted on Canvas under "Assignments."
- 3 best exams of 4 possible (100 points per exam, 300 points total):

- 1<sup>st</sup> exam: February 13, 2025
- 2<sup>nd</sup> exam: March 13, 2025
- 3<sup>rd</sup> exam: April 17, 2025
- 4<sup>th</sup> exam: Finals week, date/time TBD
- Total possible points for course = 360 points

Grades are final unless it becomes clear that a mistake has been made in calculating your grade. If a mistake is found, I will submit a request to change your grade. I will not change your final grade for any other reason. Final grades for the course will be based on the following scale:

<b>Percentage</b>	<b>Letter Grade</b>
97-100%	A+
93-96%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
< 60%	F

*Please Note:  $\geq 5$  rounds up to the nearest whole percent and  $\leq 4$  rounds down to the nearest whole percent. That is, 89.5 rounds up to 90%, while 89.4 rounds down to 89%. Out of fairness to your fellow students, I will not, under any circumstance, “bump” your grade to the next highest letter grade just because you are close to the next threshold.*

### **Make-Up Work:**

Make-up exams are not allowed except in exceptional circumstances, which will be at my discretion. All due dates have been provided in advance, so traveling home for holidays and breaks is not a valid excuse for needing to take an exam early. As a reminder, I will drop your lowest exam score.

If you need an extension for an assignment (in emergency situations, only), please contact me BEFORE the due date.

## **Extra Credit and Extra Opportunities**

### **Extra Credit**

A maximum of 50 extra credit points may be applied to your final grade. All extra credit is due May 8, 2025 by 11:59 pm. There are three ways you can earn extra credit:

- 1) Complete the course closing survey. The closing survey link will be shared near the end of the course. This is worth up to 10 points.
- 2) Participate in research through the SONA system.
  - a. You will receive an email within the first few weeks of class with your login information
    - i. Username: NetID

- ii. Password: 9-digit Banner ID
  - b. 1 SONA credit = 10 class points
  - c. Contact Amanda Cipolla if you have questions: [acramer18@unm.edu](mailto:acramer18@unm.edu)
  - d. You are not required to submit anything for this extra credit opportunity. I will receive a summary of SONA credit to be awarded to each of you at the end of the semester.
- 3) Students may listen to an alcohol or addiction podcast from the list below and write a 1-page single-spaced reflection on this podcast episode. This assignment can be completed up to two times and you can earn *up to* 10 points per completion (partial credit will be given if the assignment is incomplete). You cannot choose an episode that we have already listened to for class (i.e., those listed above in the class schedule). Additional instructions are posted on Canvas under "Assignments."
- a. Any episode of The Addiction Psychologist, podcast of The Society of Addiction Psychology: <https://anchor.fm/addiction-psychologist>
  - b. Any episode of the Flourishing After Addiction podcast: <https://www.carlerikfisher.com/flourishing>
  - c. Any episode of the Crackdown podcast: <https://www.crackdownpod.com/>
  - d. Speaking of Psychology episode 101: Sober curious: <https://www.apa.org/research/action/speaking-of-psychology/sober-curious>

### **Additional Important Opportunities**

If you are a student interested in pursuing a career in psychology, addictions, or other related fields, I hope this course can be helpful to you beyond learning the course material. Office hours are a great opportunity to ask professional development questions, such as: what are the careers available in this field? How can I best prepare myself to apply for jobs or graduate school in mental health or addictions? You are welcome and encouraged to attend office hours to discuss topics such as these, in addition to course material.

Students who go on to work or pursue higher education in mental health or addictions often request letters of recommendation from their instructors in relevant coursework, such as this Alcohol Use Disorders course. I would love to be able to support you in your future endeavors. I will be able to write you a much stronger letter of recommendation following this course if you take the time to attend office hours or set up appointments so that I can get to know you better, beyond the work you turn in for this course.

### **Getting Involved in Research**

If you are interested in pursuing a career in psychology or neuroscience, it is never too early or too late to get involved in research. Faculty in the UNM Psychology Department and CASAA have active research programs, and many of us are often looking for undergraduate research assistants to volunteer in the lab. There are also a number of research fellowships to provide financial support to students interested in getting involved in research available to students in the UNM College of Arts & Sciences (e.g. i) [ASSURE](#), ii) [El Puente](#), iii) [McNair](#), and iv) [U-RISE](#), and many others). Please don't hesitate to talk to Dr. Boness (stop by after class, at office hours, or reach out over email [cboness@unm.edu](mailto:cboness@unm.edu)) if you would like to discuss further!

## **UNM Resources**

**Mental Health Resources:** <https://mentalhealth.unm.edu/>

A wide range of mental health and wellness resources including self-help, therapy, and crisis resources. These are resources you may access confidentially.



**Student Health & Counseling (SHAC) Online Services:**

<http://online.unm.edu/help/learn/support/shac>

**CAPS Tutoring Services:** <http://caps.unm.edu/programs/online-tutoring/>

CAPS is a free-of-charge educational assistance program available to UNM students enrolled in classes. All CAPS services have moved online and include the Online Writing Lab, Chatting with or asking a question of a Tutor.

**UNM Libraries:** <http://library.unm.edu> and <https://library.unm.edu/covid/> for a range of resources available during the coronavirus pandemic.

**UNM Learn Support/Create a Support Ticket:** <http://online.unm.edu/help/learn/support/>

For help with UNM Learn.

**IT Customer Support Services:** <http://it.unm.edu/support/>

IT Customer Support handles username/ password issues.

## UNM Policies

**Copyright Issues:**

All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

**Accommodations:**

UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center (<https://arc.unm.edu/>) at [arcsrvs@unm.edu](mailto:arcsrvs@unm.edu) or by phone at 505-277-3506.

I also understand that many students have children. As a parent myself, I am open to children attending class with you but please give me a heads up before class and step out if/when needed.

**Academic Misconduct:**

Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves presenting material as your own that has been generated on a website, in a publication, by an artificial intelligence algorithm (AI), by another person, or by otherwise breaking the rules of an assignment or exam. It is a Student Code of Conduct violation that can lead to a disciplinary procedure. When you use a resource (such as an AI, article, a friend's work, or a website) in work submitted for this class, document how you used it and distinguish between your original work and the material taken from the resource. You should be familiar with UNM's [Policy on Academic Dishonesty](#) and the [Student Code of Conduct](#) (<http://pathfinder.unm.edu/campus-policies/other-campus-policies.html>) which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act.

**Title IX:**

The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University's programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth,

sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (<https://loborespect.unm.edu>), the Women's Resource Center (<https://women.unm.edu>), and the LGBTQ Resource Center (<https://lgbtqrc.unm.edu>). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM's Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html> and [CEEEO's website](#).

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at [ceeo@unm.edu](mailto:ceeo@unm.edu). The CEEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights. Student Support: Confidential services for students are available at LoboRESPECT Advocacy Center, Women's Resource Center, and the LGBTQ Resource Center. The Women's Resource Center supports all students, including those who are pregnant or are parents. UNM's lactation stations are marked on the UNM campus map.

**Citizenship and/or Immigration Status:**

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

**Readings & Media**

There is no required textbook for this class. Rather, I have selected articles from the scientific literature as well as other supplemental media and videos. All of these are posted on Canvas and also available through the [UNM Library](#). This means there is no cost to you for your readings in this class. The readings will include some classics in the alcohol literature, some very recent research articles, some broad overviews, and some in-depth specifics. If there is a topic related to AUDs that we do not cover in this course that you are curious about, I would be happy to work with you to identify some additional readings.