

Alcoholism - Psychology 430
Fall 2015: Northrup Hall Room 122
Tuesday and Thursday 2:00 pm-3:15 pm

Instructor: Dr. Katie Witkiewitz, Associate Professor of Psychology
Office: Logan Hall Rm 118 Office Hours: Thursday 1-2pm and by appointment
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Teaching Assistant: Sam Robinson, Graduate Teaching Assistant
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NOTE: YOU ARE RESPONSIBLE FOR KNOWING THE CONTENTS OF THIS SYLLABUS.

Course Materials

1. There is no required text for this course.
2. Readings, which are required, will be posted on UNM Learn.
3. An iClicker Student Response System

Description of the Course

This is an advanced psychology course designed for those with an interest in the nature and treatment of alcohol problems. What causes alcohol problems? Do they run in families? How can they be treated? Can a person cure their own alcohol problems? Do families get sick along with the alcoholic? Are some cultural and ethnic groups more prone to alcohol problems than others? These are some of the questions we will learn more about this semester. This course will NOT prepare students to provide treatment for individuals with alcohol use disorders (although you will learn about treatments).

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

1. Demonstrate knowledge of the etiology and treatment of alcohol use disorders.
2. Identify the signs and symptoms of alcohol use disorders and their biopsychosocial origins.
3. Describe the currently available programs and treatments for alcohol use disorders.
4. Appreciate how culture and history shape the field of alcohol use disorders.
5. Think critically about historical, socio-political, and scientific accounts of alcohol use disorders.

Course expectations:

The format of this course will be mostly lectures, supplemented with media and small group discussions. Your active participation is strongly encouraged and required at times (using the iClicker response system). Assigned readings should be thoroughly read (no skimming!) prior to the class meeting. It will be important to set aside time in your schedule to keep up with these readings. I will be presenting new material during every lecture that is not covered in the readings. This information will be from other texts or from research studies investigating the topic being discussed in class. ***You will be tested on all assigned readings and lecture material during the exams.***

My responsibilities as the instructor include:

- Attending class (unless I have an emergency or a conference to attend)
- Preparing an educational (and hopefully entertaining!) lecture
- Grading your exams and assignments in a timely fashion
- Being available at office hours and by appointment
- Responding respectfully to your questions and concerns.

Your responsibilities as a student include:

- Attending class. You are much more likely to succeed in this course if you attend class on a regular basis.
- Arriving on time and not leaving until the end of class. If you must leave early, please inform me ahead of time, sit next to the door, and leave without disturbing your peers.
- Being prepared for class by reading the assigned readings for that day and being ready to answer questions from the readings.
- Completing all required assignments and exams ON TIME. **THERE ARE NO MAKE-UP EXAMS.**

Please do not sleep, answer your cell phone, text message, surf the internet, read the newspaper, eat elaborate meals, or chat with your neighbors during class. If you engage in these or other disruptive behaviors, I will ask you to leave the class. If you do not wish to be embarrassed by a public comment from me, please respect these guidelines.

Class participation: To make this course as relevant and interesting as possible, students are expected to be actively engaged during class time. Participation will be elicited in a variety of forms (open-ended questions, in-class discussions, opinions, etc.). To best facilitate this process with a large class, the iClicker will be utilized in this class. You will receive participation points for responding to in-class activities.

In order to receive in-class Participation Points (out of 25 points possible), you must:

1. Obtain an iClicker device and
2. Register your iClicker at www.iclicker.com/registration/ and
3. Bring it to every class period.

Many courses at UNM require the iClicker device, which is used by you to respond to in-class questions. Your responses will count toward your total grade. You can purchase it at the UNM Bookstore (new and used) or from online sources or you can borrow one from a friend (who is not enrolled in this same course). **BUT**, regardless of how you obtain your iClicker, you will need to register it in order to earn points.

How do I register my iClicker?

1. You can register your iClicker by going to <http://www.iclicker.com/registration/>.
2. Enter your *First Name* and *Last Name*.
3. In the space where it says *Student ID*, **DO NOT** enter your UNM Student ID! (It sounds crazy, I know.)
4. Instead of entering your Student ID (the long string of numbers), enter your **Net ID**. Your **Net ID** is the part of your UNM e-mail address that comes before the @ sign; but *don't* enter your whole e-mail address; just the part before the @ sign.
5. For a slide on how to register your iClicker, click on the *Learning Modules* bar (under "Course Tools" on the Learn Home Page) and then select "How to Register Your iClicker."

Frequently Asked Questions about the iClicker:

1. Can I use the one my friend/brother/sister/etc. used before?
*Absolutely! BUT, you must register it in **your** name, using **your** Net ID, if you want to receive Participation Points in PSY430.*
2. If I used an iClicker last semester, do I need to register it again?
YES! You must register it using the above directions and your Net ID for this course.
3. If I'm using it for two or more classes this semester, do I have to register it for each class?
YES! Each class may use different codes for the Student ID. If you want to receive participation points, you must register it using your Net ID.
4. If my friend isn't attending the lecture, can I bring his or her iClicker and participate for them?
No, such behavior is a clear form of academic dishonesty; you cannot cheat for your friend or anyone else. See the section on Academic Honesty

Examinations (150 points): Four content exams will be given this semester, of which three exams will count toward your final grade. All exams (50 points each) will be non-cumulative and consist of 50 multiple choice questions. These exams will be based on material learned since the prior exam and will require a detailed understanding of the material in the readings and lecture. Exam questions will be pulled from the reading material that was not covered in lecture and not all material covered in lecture appears in the readings. Exams will be administered via Learn. The exam can be taken up to 24 hours before and after the class time and we will not have class on the day of an exam so that you can take the exam during class time. The instructor and teaching assistant will also be available during class time to answer any questions via email. We will only be available to answer questions during our scheduled class time. Once you begin the exam there will be a **1 hour and 15 minute time limit**. Once you initiate the exam, you **MUST** complete it, so be sure to initiate your exam only at a time and place where you will not be interrupted. You cannot have extra time for the exam or restart it for any reason.

It is expected that you will work independently on all exams. Please be advised that cheating is considered a serious offense at the University of New Mexico. **If I discover that you did not work independently on an exam, you will be given a zero and will not be allowed to drop that score.**

No make-up exams will be given.

Reaction Paper (25 points): We will be watching several videos during this course, including three full-length feature films. **You are required to write ONE reaction paper for ONE of the full-length films shown in class (worth 25 points).** Each film will be accompanied by a reading assignment for that day's lecture. The papers should be a thoughtful response that includes (1) a description of the main points of the film and paper; (2) how the film and paper are similar or dissimilar; and (3) your own opinions and reactions to the film and paper. Papers should be **no more and no less than 3 double-spaced pages** (with 12 pt font and 1 inch margins). Grammar and writing quality will both be considered in the grading of it. No points will be given for papers that are sloppy and poorly written. Papers will be due before the start of the class period 1 week following the film. If you miss the film in class then it is your responsibility to obtain the film. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED!**

Extra credit opportunities (up to 10 points): You can earn up to 10 points of extra credit in this course. These points can be earned in several different ways.

- (1) You can participate in a UNM Psychology research study. Students will earn two points for each hour of participation, up to 10 hours. You *must have* a UNM email account to participate in research. The psychology department research coordinator will send all students with a UNM email account instructions outlining how to sign up to participate in research.
- (2) You may write an APA style research paper (10 points) that will count toward extra credit. Instructions for the paper extra credit assignment are posted on Learn. The extra credit paper must be submitted in hard copy form no later than **Tuesday 11/10** at the beginning of class.

Final Grade: Your final percentage will be calculated by dividing your total points earned by 200.

Class Participation	25
Three of the Four exams (lowest exam grade dropped)	150
One Reaction Paper	25
Extra Credit	up to 10 pts

Letter grades will correspond to your final percentage as follows:

A+	97% & above	B+	87-89%	C+	77-79%	D+	67-69%
A	93-96%	B	83-86%	C	73-76%	D	60-66%
A-	90-92%	B-	80-82%	C-	70-72%	F	59% & below

Tips for Studying for the Exams: A review session for each exam will be conducted in the class prior to the exam. These review sessions will require contributions from you and other students in order to be helpful, so please review on your own BEFORE the class review and be prepared to actively participate in the review sessions. Strategies that might be helpful to you in learning the course material include: (1) reading the assigned material prior to coming to class, (2) reading the material actively, meaning asking questions as you read, taking notes while you read, monitoring your reading to make sure you comprehend what is presented, attending to the headings, key terms, and definitions of concepts while reading, (3) taking notes during class, (4) reviewing your notes after class, (5) rewriting your notes to organize and reintegrate the material, (6) providing concrete, everyday examples in your notes of the concepts discussed in class, (7) asking questions during class or during office hours if something is not clear, (8) making note cards with definitions of key concepts and disorders on them, (9) studying in an appropriate environment free of distractions, (10) distributing study sessions across several days rather than “cramming” for a brief period of time for the exam, and (11) studying with one other person or a group of people from class so you can actively discuss the content which will be covered on the exam.

Mobile Phones and Devices: As a matter of courtesy, please turn off mobile phones and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which phone ringers should be switched to vibrate. **Students who are caught texting will be publicly humiliated.**

Computers: Laptop computers/tablets are allowed for note taking. If you are going to use a computer we ask that you sit near the back of the room so as to not distract your fellow students.

Questions for the Instructor: Please ask questions before class, during class, or during office hours. You are also welcome to stop by my office and ask questions any time the door is open.

You are encouraged to ask questions and arrange to meet with me if you need assistance with the course material. **Do not wait until the end of the semester to ask for help if you are having difficulty with the course material.** If you are enrolled in the Accessibility Services program, please notify me right away. The program office will contact me about the services for which you are eligible. Campus programs that might be helpful also include: (1) Counseling and Therapy Services (7-4537), (2) Accessibility Services (7-3506), and (3) Center for Academic Program Support (7-4560).

Accessibility Services (Mesa Vista Hall 2021, 7-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner.

Tentative Semester Schedule (Subject to change)

Date	Assignment/Reading	Topic
Tues 8/18		Introduction to course and syllabus review
Thurs 8/20	Alcohol Alert (2006), Bartoli et al 2015	Definition and prevalence of alcohol use disorder (AUD)
Tues 8/25	Sellman (2009)	Historical and cultural context of alcohol use
Thurs 8/27	Hall (2010)	Prohibition in America Part 1 - FILM
Tues 9/1	Hall (2010)	Prohibition in America Part 2 - FILM
Thurs 9/3	Alcohol Alert (2005)	Measurement of AUD
Tues 9/8	Exam 1 Review	Reaction paper due

Thurs 9/10	Exam #1	Exam opens 2 pm Wed 9/9 and closes 3:15pm on Friday 9/11
Tues 9/15	NIAAA (2000a/b)	Effects of alcohol on the body
Thurs 9/17	deSanctis et al 2011	Effects of alcohol on the developing fetus
Tues 9/22	Gilpin & Koob 2008	Neurobiology of alcohol and the human brain
Thurs 9/24	Enoch 2012	G X E influences on alcohol use and disorder
Tues 9/29	Exam 2 Review	
Thurs 10/1	Exam #2	Exam opens at 2pm on Wed 9/30 and closes at 3:15pm on Friday 10/2
Tues 10/6	NIAAA (2004)	Development of AUD
Thurs 10/8	NO CLASS – FALL BREAK	
Tues 10/13	Chartier & Caetano (2010)	Group differences in AUD: Myths and research
Thurs 10/15	Chartier & Caetano (2010)	Group differences in AUD: Myths and research
Tues 10/20	Hingson (2010)	Adolescent and college student alcohol use
Thurs 10/22	Anthenelli (2010)	Comorbidity of mental health disorders and AUD
Tues 10/27	Larimer et al (2009)	Vulnerable populations and AUD
Thurs 10/29	Exam 3 Review	
Tues 11/3	Exam #3	Exam opens at 2pm on Mon 11/2 and closes at 3:15pm on Wednesday 11/4
Thurs 11/5	Witkiewitz & Marlatt (2011)	Cognitive and behavioral treatments
Tues 11/10	Kelly & Yeterian (2011)	12-Step Approaches – FILM
Thurs 11/12	Miller (2000)	Motivational interventions
Tues 11/17	Fernandez et al (2006)	Reaction Paper Due; Marital & family approaches
Thurs 11/19	Zindel & Kranzler (2014)	Medications for problem drinking
Tues 11/24	NO CLASS – THANKSGIVING BREAK	
Thurs 11/26	NO CLASS – THANKSGIVING BREAK	
Tues 12/1	Bowen et al (2006)	“New” approaches to alcohol treatment – FILM
Thurs 12/3	Exam 4 Review	
Tues 12/8	No Class – Finals Week	Reaction Paper Due
Tues 12/8	Exam #4	Exam opens at 2 pm on Mon 12/7 and closes at 3:15 pm on Wednesday 12/9

Library and Tutorial Services

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

Severe Weather/Emergency Closure

The University will not close during periods of inclement weather unless conditions are so severe as to endanger the University community. The President will determine if the Albuquerque campus will close. In order to assist employees with child care arrangements, whenever practical the University will attempt to align delays and closures of the Albuquerque campus with delays and closures of the Albuquerque Public

Schools. Announcements of closures will be given over UNM's "Snow Hotline," 277-SNOW. The announcements will specify if the University is open, delayed, or closed.

*Class may also be cancelled due to weather or other emergencies even when the University remains open. The instructor will send an email to students by 9 am on the day of class if class is going to be cancelled.

Academic Integrity and Student Conduct

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. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records. 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*.

A Final Note

Given prevalence rates of alcohol and drug 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. Please DO NOT discuss personal mental health issues in class by refraining from using personal examples of mental health symptoms or disorders (about you or someone you know).

If you find that the course material does hit close to home, then discussing it with a professional may be helpful. Short-term counseling services for current UNM students are available from the Student Health and Counseling Services: <http://shac.unm.edu/counseling.html>. You may access services by going to the SHAC Reception Desk on the first floor of Student Health & Counseling (SHAC). A brief screening interview with a triage clinician is required before you are scheduled for an assessment appointment. This will help us be sure you get the services you need. Triage visits are available on a first come-first served basis from 10:00 AM - noon and 1:00 PM - 4:00 PM, Monday through Friday. If you are concerned about somebody else, you are advised to have them seek assistance with an appropriate professional in their area. The American Psychological Association answers questions on choosing a therapist, and provides nationwide contact information at <http://locator.apa.org>

Please do not come to the instructor with questions about your own symptoms or somebody else's.

It is not within the ethical guidelines for a course instructor to provide a psychological assessment or intervention for students or friends/relatives of students.

Additional resources for concerns about drug and alcohol use:

<http://rethinkingdrinking.niaaa.nih.gov/>

<http://www.drinkerscheckup.com/>

<http://www.collegedrinkerscheckup.com/>

<https://findtreatment.samhsa.gov/>

<http://www.drugabuse.gov/patients-families>

Reading List

Thurs 8/20

Alcohol Alert (2006). National Epidemiological Survey on Alcohol and Related Conditions (NESARC). U.S. Department of Health and Human Services. Rockville: MD.

Bartoli, F., Carra, G., Crocamo, C., & Clerici, M. (2015). From DSM-IV to DSM-5 alcohol use disorder: An overview of epidemiological data. *Addictive Behaviors, 41*, 46-50.

Tues 8/25

Sellman, D. (2009). The 10 most important things known about addiction. *Addiction, 105*, 6-13.

Thurs 8/27 and Tues 9/1

Hall, W. (2010). What are the policy lessons of National Alcohol Prohibition in the United States, 1920-1933? *Addiction, 105*, 1164-1173.

Thurs 9/3

Alcohol Alert (2005). Screening for alcohol use and alcohol-related problems. U.S. Department of Health and Human Services. Rockville: MD.

Tues 9/15

NIAAA (2000a). Health risks and benefits of alcohol consumption. *Alcohol Research and Health, 24*, 5-11.

NIAAA (2000b). Medical consequences of alcohol abuse. *Alcohol Research and Health, 24*, 27-31.

Thurs 9/17

De Sanctis, L., Memo, L., Pichini, S., Tarani, L., & Vagnarelli, F. (2011). Fetal alcohol syndrome: New perspectives for an ancient and underestimated problem. *Journal of Maternal-Fetal and Neonatal Medicine, 24*, 34-37.

Tues 9/22

Gilpin, N., & Koob, G. F. (2008). Neurobiology of alcohol dependence. *Alcohol Research and Health, 31*, 185-195.

Thurs 9/24

Enoch, M. (2012). The influence of gene-environment interaction on the development of alcoholism and drug dependence. *Current Psychiatry Reports 14*, 150-158.

Tues 10/6

NIAAA (2004). Psychosocial processes and mechanisms of risk and protection. *Alcohol Research & Health, 28*, 143-154.

Tues 10/13 and Thur 10/15

Chartier, K. & Caetano, R. (2010). Ethnicity and health disparities in alcohol research. *Alcohol Research & Health, 33*, 152-160.

Tues 10/20

Hingson, R. W. (2010). Magnitude and prevention of college drinking and related problems. *Alcohol Research & Health, 33*, 45-54.

Thurs 10/22

Anthenelli, R. M. (2010). Comorbid mental health disorders. *Alcohol Research & Health, 33*, 109-117.

Tues 10/27

Larimer, M. E., Malone, D. K., Garner, M. D., Atkins, D. C., Burlingham, B., Lonczak, H. S., ... Marlatt, G. A. (2009). Health care and public service use and costs before and after provision of housing for chronically homeless persons with severe alcohol problems. *JAMA, 301* 1349-1357.

Thurs 11/5

Willenbring, M. L. (2010). The past and future of research on treatment of alcohol dependence. *Alcohol Research & Health, 33*, 55-63.

Tues 11/10

Kelly, J. F., & Yeterian, J. D. (2011). The role of mutual-help groups in extending the framework of treatment. *Alcohol Research & Health, 33*, 350-355.

Thurs 11/12

Miller, W. R. (2000). Rediscovering fire: Small interventions, large effects. *Psychology of Addictive Behaviors, 14*, 6-18.

Tues 11/17

Fernandez, A. C., Begley, E. A., & Marlatt, G. A. (2006). Family and peer interventions for adults: Past approaches and future directions. *Psychology of Addictive Behaviors, 20*, 207-213.

Thurs 11/19

Zindel, L. & Kranzler, H. R. (2014). Pharmacotherapy of alcohol use disorders: Seventy-five years of progress. *Journal of Studies on Alcohol and Drugs, Supplement 17*, 79-88.

Tues 11/24

Witkiewitz, K., & Marlatt, G. A. (2011). Behavioral therapy across the spectrum. *Alcohol Research & Health, 33*, 313-319.

Tues 12/1

Bowen, S. W., Witkiewitz, K., Dillworth, T. M., Chawla, N., Simpson, T., Ostafin, B. D., ... Marlatt, G. A. (2006). Mindfulness meditation and substance use in an incarcerated population. *Psychology of Addictive Behaviors, 20*, 343-347.